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ABSTRACT

This annotated bibliography was developed by students as part of their participation in a class on student activities administration. Although not designed as a scientific source for the serious researcher, it is intended to provide the reader with a variety of selected articles coded by general focus. Some areas included are: college environment and non-academic facilities; student development and personnel services; instructional programs and advising; and student rights and regulations. (CKJ)

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Oregon State University

STUDENT ACTIVITIES ADMINISTRATION

An Annotated Bibliography

Edited by

Donald R. Sanderson, EdD

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MEMORIAL UNION
and
STUDENT ACTIVITIES

OREGON STATE UNIVERSITY
GRADUATE PROGRAM IN
STUDENT SERVICES
ADMINISTRATION

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STUDENT ACTIVITIES ADMINISTRATION

An Annotated Bibliography

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Physical Recreation

Memorial Union and Student Activities
Oregon State University
Corvallis, Oregon

1976

INTRODUCTION

The individual entries contained in this annotated bibliography were contributed by students as a portion of their assignment in classes of Ed 585, Student Activities Administration at Oregon State University, 1974-1976.

Included annotated bibliographies were admittedly limited relative to analysis, since no attempt was made to establish a table of contents. The writings reflected contributing students' comments upon each publication.

The objectives were to expose students to a wider range of professional literature and to provide a means for sharing their experience with others. Assembling and coding was an extension of the latter objective.

Entries were not restricted to the specific topic of student activities. The breadth of the subject area represented an indication of the interests and concerns of students committed to becoming professionals in College Student Services Administration.

An attempt was made to standardize the form of the biographical information. The writing styles vary with the individual student. A minimum amount of editing was attempted. Contributing students have been listed in the appendix.

The articles included were alphabetized according to author for convenient use in the classes. In addition, each entry has been assigned one or more subject matter codes.

Coding was a subjective process. It was recognized that articles frequently did not lend themselves to a single, specific subject matter area. The subject matter code numbers were located to the left of the entry. Code numbers refer to the subject categories listed on the following page. The subject matter was categorized in the style of the table of contents used in the periodical publication Student Personnel Abstracts.

Those interested in research will find this present bibliography of minimum value. Researchers have more sophisticated resources available in publications such as Student Personnel Abstracts and Eric Indexes. It was intended that the reader gain a measure of professional stimulation by pulling together selected articles for convenient review.

ALPHABETIZED SUBJECT CATAGORIES

CODE

1. Attitudes and Values

2. College Environment

3. College Unions

5. Faculty Advising

7. Food Service

9. Fraternities and Sororities

10. Higher Education
    a. Administration
    b. Governance
    c. Legal

12. Institutional Research

13. Instructional Programs

14. Junior-Community Colleges

15. Orientation

18. Student Activities
    a. Programming
    b. Student Government
    c. Student Organizations

19. Student Behavior
    a. Activism
    b. Leadership

20. Student Characteristics

21. Student Development

23. Student Personnel Services
    a. Student Personnel Staff
    b. Education and Training

24. Student Publications

25. Student Regulation

26. Student Rights

27. Students
    a. Commuter

29. Potpourri

CODE

10 c Adams, Velma A. "'Affirmative Action' You Must Take." College Management, February 1973: 28-35, 40.

In this excellent article, Ms. Adams provides a concise overview of what Affirmative Action embodies and entails for institutions of higher learning. She enumerates the three major legal changes leading to the promulgation of nationwide Affirmative Action. These include: Title VII of the 1964 Civil Rights Act as amended by the Equal Opportunity Act of 1972, the Equal Pay Act of 1963 as amended by the Educational Amendments Act of 1972, and Executive Order 11246 as amended by Executive Order 11375.

Adams defines such terms as "assumption of discrimination" and "under-utilization" and dispels myths about Affirmative Action such as quotas, preferential treatment, lowering standards for hiring and ignoring merit or seniority for promotion. She details what is contained in an Affirmative Action plan and suggests the types of conditions or environments conducive to promoting situations supportive of Affirmative Action.

This is an excellent article containing depth with brevity. The author is thorough in her research and analysis, providing both theoretical frameworks and concrete point by point examples.

12, 21 Appel, Victor H. "Significant Collegiate Sources of Influence." Journal of College Student Personnel 14 (March 1973): 171-73.

A study of the factors that college seniors perceive as having had lasting impact on their lives in general. A sample of 831 seniors who were graduated with a bachelor's degree from the University of Texas at Austin was studied. Three instruments were utilized to gather data: the Biographical Information Form (BIF), a 44-item structured rating scale containing stimulus sources; and the Specific Sources of Influence Form (SSIF), an open-ended tool requesting up to five major sources of influence thought to have affected the subject's life most during college. It appeared that most positive sources of influence for the students were their peers, the instructors and organizations. The most averse sources of influence were classes, the administrative structure and climate and organizations such as Greek fraternities.

18 a Babcock, Judy. "Programming Controversial Exhibits." The Bulletin of the Association of College Unions - International 41 (December 1973): 10.

Judy Babcock of the University of Arizona deals with the often perplexing problem of possibly offensive art exhibits. The basic problem is to allow art which expresses one sensitivity, while respecting the animosity students might have who are interested in other art forms. Babcock is convinced that we are entering an era of student and staff conservatism toward art. She recommends a committee of "mixed tastes" to deal with all exhibits.

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Babcock, Judy. "Programming Controversial Exhibits." The Bulletin of the Association of College Unions - International 41 (December 1973): 10. (con't)

In addition, she suggests putting objectionable exhibits in out of the way galleries, educating the public with the artist's intentions and developing a statement of policy for all art exhibits.

23 Bakken, Clarence J. The Legal Basis for College Student Personnel Work. Washington: The American College Personnel Association, 1968.

This monograph attempts to deal with some of the legal issues within the field of student services. It devotes one chapter to those issues which directly relate to student activities, but because of the great diversity within this particular area, only briefly touches on a few of the many activities.

Some of the legal issues deal with provision of associations such as fraternities and sororities to operate at state institutions--some with the authorization and power of student government. Student publications are indeed an issue with regard to libel laws, free press, etc. Specific cases are cited. General operating procedures are suggested for student activities and reflect the somewhat traditional opinion of the writer.

9 Beach, Mark. "Change Through Student Example: The Case of the Fraternity Movement." Journal of College Student Personnel 14 (March 1973): 111-17.

The contributions of the fraternity movement to higher education can be traced from the beginning of fraternities forty years before the Civil War to today. At first, they provided an opportunity for open debate on pertinent topics of the day by young men who could not get very excited over the traditional curriculum. From the beginning, the importance of the development of social relationships was part of the fraternal movement. The undergraduates created their own secret rituals and traditions, which was one of many reasons for college officials to be opposed to fraternities, as well as the fact that they openly criticized the curriculum. They created a link with other universities through chapters formed of the same fraternity at several nearby campuses.

The next reason for the growth of fraternities after the Civil War was the practical consideration that they provided housing for young men in an era when universities had decided their responsibility was not to provide room and board. When the extracurriculum became important after World War I, fraternities were able to lead the way in this social area, so grew rapidly again. When dorms were built, the best aspects of fraternity houses were usually incorporated.

CODE

Beach, Mark. "Change Through Student Example: The Case of the Fraternity Movement." Journal of College Student Personnel 14 (March 1973): 111-17. (con't)

In the twentieth century, fraternities still flourish in spite of the fact that most of the reasons for their existence have disappeared. Very few people recognize the important impact fraternities have had on the educational history of America, their impact should be recognized because they were the outlet for student opinion from the beginning.

14, 18 b Bell, Laurence. "The Facts of Life About Student Government." Community and Junior College Journal 45 (March 1975): 26-27.

Several problems and special considerations are inherent in the very nature of the community college and of student government itself. Because of this the community college must look for new structures and procedures for student government other than the traditional student senates or complex standing committee structures. This article discusses why the present structure is irrelevant to the community college. It presents no conclusions except to say that if student government is worth saving, someone had better get busy.

3, 18 a Berry, Chester A. "The Unions of the Seventies." The Bulletin of the Association of College Unions - International 42 (February 1974): 9-14.

Berry's enlightening article focuses attention on the emerging trends in the college union field. He states that determining trends in the area of college unions is a risky business mainly because "buildings differ, philosophies differ, even cultural milieus differ."

College unions have begun to respond to the challenge of budget balancing, student input into programming, vital staff leadership, supervision, less autonomous control and staff-student rapport.

Hard looks are being taken at the union fees on campuses throughout the world. Fees which were formerly earmarked for specific use are now being pooled and doled out in accordance with perceived needs -- this distribution system penalizes good management. Conversely, students are exhibiting more interest in the manner of collection and disbursal of fees.

Program attendance is increasing with the trends moving toward more student particpation. Mini-courses are still popular. Seminars on goal-setting and values clarification are of growing interest. Crafts and outing programs are booming. Carnivals, art shows and packaged programming (films, concerts, circuit lecturers and video tape) are high in college union offerings.

The subject of merchandizing, space and services, French Canadian features and other notes of interest are also given consideration.

CODE

10 a, 10 b Blackwell, Thomas Edward. College and University Administration. New York: The Center for Applied Research in Education, Inc., 1966, 63-69.

Institutional recognition of student organization is granted when the organization submits and has approved a statement of purpose, organizational structure, and method of operation. Student self-government has a variety of forms. Participation of students in college governance is prescribed by each institution. Although student participation is severely limited, most authorities accept student participation in student disciplinary procedures.

New student orientation requires the cooperation of students, faculty and administration. Many institutions have introduced an orientation course to the curriculum.

Fraternities and sororities must be controlled so their goals are compatible with the institution's goals. Fiscal control of sororities and fraternities may or may not be exercised by the college.

Control of student publications should result from a student, faculty, administration committee that selects student editors. Editors should have freedom bounded by responsibilities to the publisher and the public.

18 a Bloland, Paul A. "Emerging Patterns in Student Activity Programs." Journal of College Student Personnel 8 (November 1967): 390.

The author points out that the traditional program and project approach of student activities programs, which is managerial and supervised, is inadequate today. Real educators must take advantage of the research being done on student life and explore means of utilizing the extra-curriculum for educational purposes. Bloland believes staff members should be from either the social or behavioral sciences so they can understand the research being done and can translate it, and his own research, into student programs that will contribute to the educational experience of the individual student. As this type of staff member is not even being trained today, the educational potential of student life will continue, untapped.

18 Bloland, Paul A. "Student Activities." In Handbook of College and University Administration--Academic. (1970): 7-172.

With this article the author provides the reader with an excellent overview of the entire student activities area. With varying degrees of depth, he presents nine major areas for consideration. These are:

1) The Scope of the Activities Program--the need for such programs, and their relationship to the overall campus climate for learning.

2) Student Groups--their classification, official recognition, faculty and staff advisors, membership, policies and regulations.

CODE

Bloland, Paul A. "Student Activities." Handbook of College and University Administration--Academic, (1970): 7-172. (con't)

3) Regulations Governing Student Organizations--rule making, use of campus facilities, posting and distribution of materials, solicitation of funds, approval of activities.

4) Informal and Spectator Activities--concert and lecture series, intramural activities, recreational activities, spectator activities.

5) Financing Student Activities--individual membership groups, representative governing groups, compulsory and voluntary student fees, institutional appropriations.

6) Sample Listing of Organizations Receiving Allocations from the Office of Student Activities--student services, minor sports, clubs (fully supported), clubs (partially supported and dues collecting), financial control and responsibility, use of university services.

7) Facilities for Student Activities--student center, organizational headquarters facilities, meeting rooms, activities center.

8) Administrative Organization--organizational structures, staffing, professional organizations, staff qualifications.

9) Future Concerns

A short bibliography of related references is also provided.

10 c Bonpua Jr., Jose L. "Remedying Discrimination Through Affirmative Action." Community and Junior College Journal 43. (April 1973): 32-34.

Mr. Bonpua traces the legal framework upon which Affirmative Action plans are based. He summarizes and analyzes the Executive and Congressional action taken in the fields of nondiscrimination and Affirmative Action, and lists and explains the legal precedents which have arisen in both legal and strictly private ventures.

Bonpua enumerates the components of an Affirmative Action plan and suggests effective practices which should be employed to maximize its impact and makes positive suggestions on internal and external self-improvements. Some of the highlight suggestions include staff upgrading through conference attendance and in-service particpation as well as promoting total university awareness of cultural and ethnic differences.

This is an excellent article for a short summary of the multiple aspects of Affirmative Action. It provides a historical framework and present day ideas for effective implementation.

CODE

10 c Bracewell, W. R. and Sims, O. S., Jr. "The Dean, the Constitution, and the Courts." NASPA Journal (July 1973): 21-26.

An optimistic appraisal and discussion of the rights of administrators garnered from court decisions from the 1961 Dixon case to the present. The article is refreshing in that it does not bemoan the plight of administrators in the application of their duties but rather affirms their right to function.

14, 18 b Briggs, Drucilla A. "Reply." Community and Junior College Journal 45 (July 1975): 2.

The article is a reply and the author's answer to the problem and why she believes student government is worth saving. It is a testimonial for student government and student participation.

The state of Washington has been very creative and innovative and established the Council of Representatives and Presidents (CORP). The membership is composed of the student body president or specifically elected representative from each of the 18 member colleges. The article describes the many accomplishments of the group, in particular its ability to attract older students. The most important point Ms. Briggs makes is "It is very difficult for me to understand this concept of student being 'accountable to the voters who pay the bills.' Students are voters! And there are a great many students who pay as much or more taxes as college faculty and administrators, etc. It seems to me that this is a point the system needs to deal with seriously and re-evaluate."

27 a Brown, Gerald. "The Urban Institution and the Commuter Student." Proceedings of the 48th Annual Conference of the Association of College Unions - International (March 1971): 5-96, 5-99.

Urban colleges and universities are not a homogeneous group. In many ways the "urban" institution is more a classification of a type of student than of a location since rural universities may develop links with the cities near them and thus experience the ills and problems that infect our cities.

The pattern of student life in an urban institution is distinguished by less overt "rah-rah" participation, the limiting of a student's time on campus to the class schedule, large numbers of part-time students, graduate and professional students, campus-community competition in the area of attractions and activities, shortened activity days, and problems of the student living in two or more social communities.

The limitations of programming for the commuters are known; they should be accurately identified and then either worked around or capitalized on. One approach is to adjust the time of programs to meet the needs of the commuter. Developmentally the commuter may have a greater need for a strong union program than the resident student. E. G. Williamson urges that we develop in the commuter student "an overt desire to broaden the collegiate experience beyond what they experienced in high school."

ANNOTATED BIBLIOGRAPHY ON TRENDS IN STUDENT ACTIVITIES[7]

CODE

19 a Brown, John Anthony. "Student Power." National Association of Women Deans and Counselors Journal 32 (Spring 1969): 97-103.

This discussion of student power and the radical student movement centers on the changing student perception of the university. It is a change from the view of the university as an isolated academic community to the view that the institution is a vital, interactive part of the larger society and as such, is vulnerable to pressure for radical change. Changes in the society, the rapid and impersonal growth of the educational institution, and the growing emphasis within the university on research not related to teaching have all contributed to the students' feelings of alienation, anonymity and restlessness.

Higher education has been designing a milieu of education to meet the needs of the discipline rather than the needs of the students. "The educational community must be reconstructed so that students can feel secure in the environment and presidents and deans can be members of the community instead of firemen to the rescue.

23 a Bucci, Frank. "Activity Coordinators - The View from the Bottom." Journal of College Student Personnel 12 (January 1971): 67-69.

The responsibility of planning and implementing wholesome co-curricular activities with and for college students is great. Activity coordinators often find their work and position unappreciated by the college community. In a nation-wide random sampling of 169 presidents of state colleges and 141 student personnel experts, the role of the activity coordinator ranks very low in terms of rank, tenure, sabbatical leave, salaries, faculty status, participation in institutional policymaking, job descriptions, and as professional training for the positions of dean of students, dean of men, dean of women, registrar, director of admissions, director of financial aid, director of placement and director of housing. In the student personnel structure the dean of students is the most highly perceived with the coordinator of student activities at the bottom.

18 a Burke, Kathryn J. "Are There Really New Trends in Programming?" Proceedings of the 48th Annual Conference of the Association of College Unions - International (March 1971): 4-1, 4-3.

Burke states that programming is still predictable. She points out that not only is content predictable, but also types of programs and board structures are predictable. Program content logically follows topical concerns. Some topics are new, but usually new topics are presented in typical traditional fashion...concerts, films, exhibits, lectures, etc.

She points out one important exception - the development of the union based outdoor programs. It is in some respects an outgrowth of the growing interest in environment and ecology.

Burke then states that program coordinators are equally predictable and gives some stereotyped examples. This is changing since the trend is to hire graduates of masters programs in CSSA.

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Burke, Kathryn J. "Are There Really New Trends in Programming?" Proceedings of the 48th Annual Conference of the Association of College Unions - International (March 1971): 4-1, 4-3. (con't)

The author concludes by emphasizing the need to re-define and rennovate programming, and to work for the student who may not fit into our traditional programs.

3 Butts, Porter. "College Unions--Facilities and Administration." Handbook of College and University Administration--Academic (1970).

This article is a companion to that of Noffke's dealing with union programs and services. Although the main tenor of this article is along the lines suggested by the title, there is some overlap with the article by Noffke, most noticeably in the areas of: administrative organization of the union, its staffing, and its relationship to other campus departments, organizations, and agencies. This overlap seems to emphasize the author's main point in that the management of the union's educational and social functions are intertwined, and perhaps a clear-cut division of union administration and union programming and services cannot be made.

A major portion of this article deals with facility planning, either for a new union, or an addition to an already existing one. The adage of architect Marcel Breuer, "Form Follows Function", is evident in Butt's thinking that careful facility planning must precede architectural planning. Structural requirements must develop out of the intended use of the facility. To support this belief the author presents a number of planning principles that would be helpful to anyone involved, not only in planning a union facility, but also any campus facility designed for considerable student use. Primary to any planning, the author suggests that an in depth study be made of the campus situation, including considerable student input. It is only from careful consideration of the needs of the institution, he states, that the formation of a guiding philosophy and program of what the union facility wants to accomplish can be made.

Union management, the author believes, should be centralized, with responsibility for the physical plant, business affairs, food service, and programming, ultimately resting with the union director. In his eyes separation of authority for the various functions of the union does not allow for successful management, or the ability to muster all of the union's resources and services toward achieving its goals, and does not allow the representative governing board complete control over all of the policies and programs of the union.

This centralized authority does not preclude cooperation with other university officials, but makes it all the more necessary. Coordination is especially needed in the business operations area in such matters as wages and general employee policies, accounting and purchasing, collection of fees, audits, etc.

The author includes considerable discussion of the more complex financial matters involved in union management, such as, financing construction and operations, debt amortization, repair and replacement reserves, profit objective, and disposition of balances.

A bibliography for further reference and study is included.

CODE

10 c Carlson, Jan M. "One More Time: The Future of College Student Discipline." NASPA Journal (October 1971): 127-133.

The author discusses the consequences of recent court decisions on college student discipline. She suggests that matters that used to be handled within the institution are now frequently being turned over to civil authorities to be judged, and secondly that it is increasingly difficult to get faculty or students to sit on disciplinary committees.

19 b, 19 a Carlson, Jan M. "Student Involvement: Myth or Reality?" Proceedings of the 48th Annual Conference of the Association of College Unions - International (March 1971): 2-73, 2-75.

Carlson explores the history of student involvement and activism, stating that this involvement is not a unique outgrowth of American tradition as is often indicated. She gives examples of historic involvement to prove her statement.

The author discusses the contradiction of student activity administration in that administrators find a real concern about activism while at the same time bemoaning apathy. She maintains that too little consideration is given to quality of participation, too much to quantity. Thought should be given to relevance or power of committees with student representation.

Carlson breaks student involvement into three levels, institutional decision-making, volunteerism and political. She discusses the problems of bureaucratic committeeism.

The author believes that unions may serve as a model for significant student involvement. She also suggests a re-evaluation of committee structure, working towards meaningful decision making instead of merely programming or policy boards.

18 b Carpenter, Gay. "College Student Government as a Leisure Pursuit." Office of Student Activities, California State University, Long Beach, January 1972.

A demographic and short answer questionnaire and a semantic differential scale were completed by 41 men and 15 women students (a 62% return) who were active as elected and appointed officers, administrators, legislators, representatives, commissioners, and members of the judicial body of the Associated Students at California State University, Long Beach. Seventy per cent of these students did not consider their involvement as a leisure activity. They gave reasons for their involvement that participation is educational, and that they wanted to be involved and to make changes. Seventy per cent considered their participation related to their future plans.

When asked to rate their involvement using polar opposite adjectives, the students rated these activities as important, free, active, complex, serious, successful, pleasurable, curricular, work-related, relevant, valuable, responsible, educational, happy, exciting, meaningful and academic.

CODE

10 c Chambers, M. M. The Colleges and The Courts: The Developing Law of the Student and the College. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972

As student personnel administrators become more concerned with legal holdings relating to their functions in the university, this book may be very useful. Chambers discusses admissions, racial desegration, tuition and fees, financial aids, student life, dormitories, search and seizure, student records, torts, freedom of speech, student organizations, student press, disciplinary proceedings, and numerous other areas of concern. Although the volume deals with legal matters it is written for non-legal types and is easily understandable.

27 a Chickering, Arthur W. Commuting Versus Resident Students. San Francisco: Jossey-Bass, Inc., 1974.

As the trend for creating more commuter colleges grows, eliminating the residential campus, students suffer in educational benefits. Chickering reflects on this growth and presents new research evidence that commuting students do not learn as much, develop as fast, or last as long in college as do students who live on campuses. Detailing the differences between the commuter and residential student, the author then suggests recommendations for dealing with and eliminating the gap between the commuter and residential student. Chapter 6, "College Experiences," primarily concerns student experiences and activities on the commuter campus, indicating a need for creative programs that will broaden the college experience for the commuting student.

21 Chickering, Arthur W. Education and Identity. San Francisco: Jossey-Bass, Inc., 1972.

Chickering presents seven vectors of human development: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, finding purpose and developing integrity. His purpose in presenting these is to demonstrate what kind of action can be taken within the college experience to foster human development of the student. One course of action is to examine the different types of curriculums offered by different colleges and what changes can be effected in these curriculums to foster the total human development, so that the person will be able to function in a complex world.

29 College Student Personnel Abstracts. Claremont, Calif.: Claremont Institute for Administrative Studies.

This handy booklet is published quarterly. It provides a compilation of abstracts from journals, books, conference proceedings, and research reports pertaining to college student services. Each booklet usually has from six to eight abstracts relating to student activities. Many of the other abstracts are also pertinent to people in student activities.

CODE

18 a "Computerized Scheduling System." The Bulletin of the Association of College Unions - International 43 (October 1975): 11.

The advent of the computer age is making its inroads in Student Activities. The University of Southern California has implemented a computerized system for implementing co-curricular activities scheduling. Through the use of telephone dictation, magnetic card typing, and computer programming, the Student Activities Center receives a chronological printout of activities occurring daily and in the future.

The printout also provides separate reports listing activities scheduled exclusively in the Student Activities Center, activities exclusively for student and activities open to the general public. These reports are the only source of activities information available to the student newpaper.

The system of daily printouts will eventually be replaced by a video display terminal with the capability for channeling activities information to other terminals and display permits around the campus.

18 a "Concerts on Campus: Should Students be Involved?" Music Educators Journal 56 (Summer 1969): 35-42.

This article takes a look at the question of whether or not students should be involved in the process of selecting artists and attractions to appear on campus. If so, to what extent should they be involved, and what are the advantages to the cultural program of having student input. These questions and more are answered in four different ways by four different types of people: A university theater director, a group of students, a professional concert manager and a university concert series committee chairman.

18 b Covert, E. Richard. "Student Government: Social and Political Action." In The American Student and His College, edited by Esther Lloyd-Jones and Herman A. Estrin. Boston: Houghton Mifflin, 256-58.

The university setting offers various kinds of social and political action programs and groups with which students may become involved. There is some indication that students are more interested in small, issue-related organizations than in large, all-campus social functions. If the traditional student government organization is to attract and develop a concerned student body, it must focus some of its attention on social and political issues which affect students now and in the future. Student government must be willing to take a stand, act and be responsible for its actions.

18 b Creamer, Don. "Alternatives to Traditional Student Government." Peabody Journal of Education 52 (January 1975): 110-15.

The author relates the experimenting in the form of student government which is taking place at El Centro College in Dallas, Texas in an attempt to discover fresh, more effective ways to enable students to share directly in educational and institutional decisions affecting their lives. The initial, bold step that was taken was to abolish student government altogether. The new form, called The Community Association, involves in its

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Creamer, Don. "Alternatives to Traditional Student Government." Peabody Journal of Education 52 (January 1975): 110-15. (con't)

structure all components of the college--students, administrators, faculty, secretaries, maintenance personnel, and occasionally persons who simply walk in off the street. The essential components of the El Centro model consist of a town hall meeting held each month (involving 100-400 persons each time) chaired by the president of the college; a Community Council composed of persons from all employment categories of the college (students are obviously included here), which possesses no explicit authority to do anything except to facilitate or to persuade; and semi-permanent and permanent groups of many kinds. Labeled an adhocracy, it is a throw-away government at its best which has been working whether nobody participates or whether 3,000 participate at once. No elections occur, and everyone represents himself. When persons become concerned, they involve themselves with persons or groups best able to help them with their concern. Notable features of the plan include: no elections, no representation, legitimization of apathy, the question of how one gets selected for roles, and the sheer honesty of it all. It is an attempt to give the college a sense of community in a time when the fading concept of academic tradition is barely holding many campus communities together.

10 a Decker, C. Richard, and Fletcher, Alan D. "Campus Committees: Values and Hazards." Educational Record 54 (Summer 1973): 226-230.

Education relies more and more on committees although they are generally not very efficient or effective. The role of the committee is to generate, exchange and coordinate ideas and advise administrators. Groups of five seem to be the most satisfying, it is large enough to be stimulating and still provide support for minority opinion. Personal relationships are the foundations of a well managed and ordered group. The group leader should be task oriented and directive but should avoid covert manipulation. Committee members have both content roles (initiators, experts, critics, etc.) and process roles (decision announcer, traffic cop, etc.).

Committee decisions are costly in terms of faculty time and they should not be used as a crutch for management or interfere with accountablility. The goal is better decisions not participation. The advantages of committee decision-making are the diversity of opinion and the individual commitment through participation.

10 a Deegan, William L. "Should Students Evaluate Faculty?" Community and Junior College Journal 43 (October 1972): 25-26.

The author points to the increasing call for accoutability in higher education in an era of cost escalation and taxpayer revolts. Among other voices calling for the evaluation of teaching in this climate are those of students, and recent years have seen them taken into the process.

The question addressed in this article is the question of what role students should play in the evaluation process. Four specific problems that arise and must be avoided are discussed. (1) Failure to relate students abilities

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Deegan, William L. "Should Students Evaluate Faculty?" Community and Junior College Journal 43 (October 1972): 25-26. (con't)

for evaluation to criteria and goals of evaluation; 2) inadequate evaluation instruments; 3) insufficient representation of students due to low return rate of survey instruments; and 4) use of "findings" in student publications. The author's discussion of these problems is quite objective, revealing a balanced view essentially in favor of student evaluations.

He suggests several institutional conditions under which he believes student evaluation of instruction could be made more constructive. These suggestions deal with the problems outlined previously, in a more substantive manner.

14, 21 Degus, Richard. "Leadership and Professionalism in the Two-Year College." Proceedings of the 50th Annual Conference of the Association of College Unions - International (March 1973): 2-23 - 2-26.

We often criticize the student group advisor, but we seldom have helped to direct the advisor. Advisors and students should mutually understand their roles in the educational process

Student activities personnel have not dealt with the problems created by a heterogeneous student body who are on campus for a brief period of time. A program for early development of leadership is essential to a community college student activities program.

14, 18 a Degus, Richard. "Role of the Union in the Two-Year College." The Bulletin of the Association of College Unions - International 42 (February 1974): 8-9.

Richard Degus has written an excellent review of a Cliff Wood's study: "Student Activities in the Two Year College, and the Role of the College Union." This review summarizes Wood's findings and develops some interesting conclusions. Twenty different student activities programming areas are analyzed and rated. Off-campus speakers and student drama productions are the most well received by community college audiences.

Degus also mentions some interesting trends in community college student activities. Community colleges are increasingly using staff members more and students less in programming. Those institutions that are doing more in programming are the ones with professional staff. These findings are contrary to the often expressed goal of involving as many students as possible.

This article is appropriate for anyone interested in community college student activities.

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23 b Dellworth, Ursula; Sherwood, Grant; and Casabur, Neff. The Student Paraprofessional. Washington D. C.: American Personnel Guidance Association Monograph, 1974.

Although the article was aimed at the paraprofessional serving in residence halls, the program is pertinent to all inservice programs. Dellworth stresses inservice programs for the paraprofessional as continuous, ongoing programs. Minimum training is suggested for student paraprofessionals and follow-up training procedures are also listed.

18 a, 27 a Demos, George D. "Problems of Integrating the Commuter College Student to The College Campus." Journal of the American College Health 15 (April 1967): 291-94.

The commuter students often do not involve themselves in campus activities outside of the classroom. Varying circumstances like working through school, and other interests on the part of the commuter-student often pull him away from campus involvements. This usually results in distorted social attitudes and the college student tends to be individualistic, indifferent, unsociable and aloof. Student personnel workers can accomplish much by working closely with the teaching faculty, especially since the teacher is in a better position to spot students with personal and social problems in class. The Activities office can be one effective agency which can plan different strategies in involving the student. The help of more mature and perceptive students can do much more in this regard. Student organizations and committees are effective instruments in providing the kind of help needed by the commuter-student.

19 b, 21 Desend, Jeffrey E. "Student Leadership Retreat." Journal of College Student Personnel 14 (May 1973): 279.

Every campus organization seems to start out with enthusiasm that dies partially through the year. This article suggests a way to combat this situation. Penn State-Beaver attempted to alleviate this problem by having a leadership retreat. This article describes the weekend program of group building exercises, role-playing, learning the importance of communication, problem solving, leadership training and group processes. The goals were to understand self, group process, leadership and individual self-development. Those who attended said the retreat was beneficial, and more are being planned. Campus leaders and leaders of all organizations on campus were invited to attend.

18 c Di Massa, Joseph F. "Who Has the Money and How To Get It". Synergist 1 (Spring 1972): 22-26.

There are three basic sources of funding for student volunteer programs: (1) college, university, state and student body funds, (2) federal grant and private foundation monies and (3) the volunteer organizations own fund-raising activities. The article discusses fund-raising, grantsmanship, making budget presentations, advantages and disadvantages of the types of funding and lists resource materials and persons to contact for advice in preparing materials for funding requests. It especially gives some very helpful tips on organizing, writing and lobbying for grants as well as ways of using various resources as matching funds, such as the

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Di Massa, Joseph F. "Who Has the Money and How To Get It". Synergist 1 (Spring 1972): 22-26. (con't)

money equivalent of volunteer labor.

2, 13 Donant, Randy. "Academic Credit for Union and Activities Work." Proceedings of the 54th Annual Conference of the Association of College Unions - International (March 1974): 87-88.

The author takes the position that student personnel workers are student developmentalists. As student developmentalists, a prime responsibility is to involve students in educational experiences outside the traditional academic setting, the classroom. To implement this goal, the Activities Planning Center at California Polytechnic State University offers a variety of courses for academic credit which involve students in union activities. The course outlines and requirements are determined by the Activities Planning Center personnel and credit is given through the Psychology Department. Through these courses, students are exposed to "practical experiences of human behavior in groups such as decision-making, motivation, need fulfillment, peer involvement and communication."

24 Drake, Steven C., and Porter, Delbert. "An Alternative to the Traditional Student Handbook." National Association of Student Personnel Administrators Journal 11 (July 1973): 15-20.

Most student handbooks are traditionally a collection of information, rules, regulations and miscellaneous services. It is important that a university communicate information about the services offered by the university to not only the students but also people at the university who work with the students.

Ohio State has replaced its traditional handbook with two publications that better serve the university population. The first publication is entitled SAY (Services and Activities for You) which contains various references for the student. The second publication is the Code of Student Rights and Responsibilities. Included in the code of rights is the codification of the university rules and regulations affecting student conduct. Each publication is periodically reviewed to insure the best possible publication for the university population's use.

10 Elder, Peggy. "Women in Higher Education: Qualified, Except for Sex." NASPA Journal 13 (Fall 1975): 9-17.

Ms. Elder traces the development of the position women in higher education in the United States from colonial days until the present. She touches upon the major highlights of the co-educational and feminist movements including the introduction of formalized quota systems to deter an abnormal imbalance of women. She reviews the basic tools used to discriminate against women and concludes that at present one of the largest barriers to the advancement of women in many positions is the lack of appropriate role models.

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Elder, Peggy. "Women in Higher Education: Qualified, Except for Sex." NASPA Journal 13 (Fall 1975): 9-17. (con't)

Elder summarizes Congressional and Executive action taken to prevent discrimination including a discussion of Title IX of the 1972 Educational Amendments. She notes in particular that "sex" discrimination was added to Title VII of the Civil Rights Act of 1964 as an attempt to defeat expansion of the basic concept in 1972, rather than to advance fuller equality.

This article in general is very good for providing a feminist viewpoint of higher education today. Well written and well researched, it adds some provocative insight into sex discrimination in higher education.

14 Eleazor, Thomas H. "200 Years the Nation, 75 Years Community Colleges, A Local Celebration in South Carolina". Community and Junior College Journal 46 (October 1975): 39.

Eleazor reports on the bicentennial activities of Chesterfield-Marlboro Technical College and the local community. They have combined efforts and resources to produce an historical slide-sound show, weekly broadcasts, special interest courses, and a spring festival as well as a variety of other activities to celebrate the nation's bicentennial. This has been excellent in contributing to a positive and co-operative "town-grown" relationship.

9 "Federal Aid and Segregated Fraternities." School and Society 93 (October 1965): 336.

According to the United States Office of Education under the Civil Rights Act of 1964, colleges receiving federal funds are responsible for assuring that fraternities on their campuses do not practice racial discrimination. This law is based on Title VI of the Civil Rights Act, Section 601, and administrative regulations issued by the Department of Health, Education and Welfare, with approval of the President.

The Stanford chapter of Sigma Chi fraternity was suspended by the national organization for a "social acceptability" clause written into their rules. This clause read that: "no chapter propose for membership anyone who for any reason is likely to be considered personally unacceptable as a brother by any chapter anywhere." The Stanford Sigma Chis pledged a Negro for membership one week before they were notified of their suspension, April 10th. The national organization disclaims correlation of the two incidents. This suspension by the fraternities national executive committee is the first major test involving de facto discrimination since passage of the Civil Rights Act in 1964.

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18 a Feller, Richard A. "Programming and Involvement with Senior Citizens." Proceedings of the 54th Annual Conference of the Association of College Unions - International (March 1974): 79-80.

Various programs and services for senior citizens are proposed and carried out by the Student Affairs Office at Kirkwood Community College (Iowa). Because of the interest of Kirkwood Community College to meet the needs of the community it serves, it assisted in proposing an Area Agency on Aging (AAA) which was accepted by the State and is now located on the campus. Senior citizens are involved in both recreational and educational programs initiated through the Student Affairs Office. Participation, among other activities, includes involvement of senior citizens in student government and on student committees.

18 a Fiorillo, Rudolph J. "Community-Based Music Appreciation." Community and Junior College Journal 46 (December-January 1976): 21-3.

Fiorillo describes a music appreciation program designed to give students an opportunity to experience, experiment, explore, and enjoy music. Students have an opportunity to explore and share college and community music resources and develop thier own interests on their own level. The program is designed to meet a broad variety of experiences, backgrounds and ages and was developed in response to a great diversity in the student body. The program has become very popular and is developing a resource library available to all students.

23 b Forsythe, Margaret A. "Preparing Students for Their Staff Positions." Undergraduate Students as Members of the Residence Hall Staff, National Association of Women Deans and Counselors (1967)

This article is pertinent to both the full-time professional staff and the paraprofessionals in student services. Forsythe lists and describes the many varied training possibilities. He also lists a handbook for the paraprofessional and describes it's contents.

23 b French, Arden. "You Can't Tell a Student Leader by His Record." College and University Business 49 (July 1970): 38-39.

One of the greatest challenges to the student personnel administrator is to identify leaders and challenge them to release their energies. Criteria must be developed to help the administrator recognize the true leader and not to be misled by items on a student record. They must also consider the obstacles that might discourage student leaders and work jointly with them to eliminate these. Administrators must work on themselves to develop their own qualities because they will be the instruments through which the student leader will advance.

ANNOTATED BIBLIOGRAPHY ON TRENDS IN STUDENT ACTIVITIES[18]

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2, 18 Friedman, S. Thomas. "Students' Assessment of Components of Campus Life." Journal of College Student Personnel 15 (July 1974): 311-16.

The subject of this study is the attitudinal set, positive or negative, with which a sample of students at the University of Texas perceive 42 organizations, movements, and agencies within that milieu. The purpose in doing this study was to see if campus organizations were achieving the purposes for which they were created, that is, that they should provide the student appropriate channels through which to express himself, using the wide range of activities in the social, cultural, political, and special interest domains of modern life.

The general findings were that the students perceived campus life favorably (31 of 42 organizations). The organizations negatively perceived seem to be "ultraestablishment" or "ultradeviant." The students seemed to be asking not to be coerced either from the left or the right. Men appeared to be more hostile, negative, or critical of a wide range of organizations than women in general, and the Greeks appeared to be more traditional and establishment oriented and more suspicious of the new and different. The differences that emerged seemed to be in the degree of intensity of feeling rather than differences in set of position toward a particular organization.

The results for this campus showed that the organizational pattern of earlier days seemed to be losing appeal: fraternities, sororities, football, and honor societies did not seem to be as prestigious as they were a few years ago. The new and attractive areas seemed to be the glamor issues of the day and personal interaction between the student and the university. The personal touch and personal interaction seemed to be important. The students appeared to be giving their commitment and approval to those organizations that represent students, and those that were perceived as relevant to student expression and that responded to student needs and hopes.

7 "From a Minus to a Plus." The Bulletin of the Association of College Unions - International 42 (March 1974): 1-8.

This is an article on how a food service deficit was turned into a net income. The food services operation is located in the Tangeman University Center at the University of Cincinnati. This was done by contracting several local restauranters with varied presentations. Contracts were, or are, on a percentage of sales return to the Center so that net income is certain. The contracted restauranters are Mr. Jim's Steakhouse, La Rosa's Pizza, a local dairy featuring more than thirty ice-cream flavors and a MacDonald's franchise.

23 a Garcia, Ricardo L. "Affirmative Action Hiring: Some Perceptions." The Journal of Higher Education 45 (April 1974): 268-72.

Mr. Garcia provides some sensitive insights to the field of Affirmative Action as he focuses on women and minority attitudes in the hiring and retention process. Garcia identifies three prevalent attitudes which

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Garcia, Ricardo L. "Affirmative Action Hiring: Some Perceptions." The Journal of Higher Education 45 (April 1974): 268-72. (con't)

exist toward minority applicants and the implications of such views. He states that such expectations as minority leadership pressure the new employee prematurely and unfairly in an unfamiliar setting.

Garcia suggests that the best approach with minority applicants is an open, honest one. Games should not be played with candidates. The resentment, he states, will do no service to either the institution or the Affirmative Action procedures utilized.

This is really a pretty good source for getting another viewpoint on the business of Affirmative Action. Minority concerns are infrequently solicited and articles such as Garcia's can only increase the sensitivity with which Affirmative Action is implemented.

18 b Geer, Blanche. "Student Government, the Fraternity System, and the University Administration." National Association of Student Personnel Administrators Journal 3 (July 1965): 17.

This author's view of student government was derived from participating with students in attending classes, loafing in forms and in the student union on a large midwestern campus. Ms. Geer found student government far from dead. Though few students participated, the lives of many were affected by student politics because of its influence on other campus organizations and living groups. She goes on to describe the two parties at this university, the executive branch of government, the legislative and committee appointments. Those students involved in campus government felt it was good preparation for after college lives in business and professions.

14, 21 George, Karol A., and George, Rickey L. "Meeting the Non-Academic Needs Unique to the Junior College Student." National Association of Student Personnel Administrators Journal 9 (October 1971): 155-60.

The junior college must consider students' total needs, particularly as they differ from those of the typical four-year college or university students. Indicating five general characteristics of junior college students - of which one is the low interest in student activities, the authors examine ways in which student personnel workers could increase student participation and motivation in campus activities. A basic theme of the article is that student personnel administrators in the two year colleges lack innovation in creating relevant programs for the student. Survey projects and testing students are indicated as ways and means to discover what changes are needed.

18 c Gibbs, Annette, and McFarland, Arthur C. "Recognition of Gay Liberation on the State Supported Campus." Journal of College Student Personnel 15 (January 1974): 5-7.

This informative article discusses the basic legal parameters of the Gay Liberation as a recognized group on the state supported campus. The denial of recognition places a burden on the First Amendment right of association or expression. Justification for denying official recognition to gay liberation

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Gibbs, Annette, and MaFarland, Arthur C. "Recognition of Gay Liberation on the State Supported Campus." Journal of College Student Personnel 15 (January 1974): 5-7. (con't)

groups must be based on the belief that such groups would substantially interfere with the work of the college or infringe upon the rights of other students. Several Supreme Court decisions are cited relative to the denial of recognition of several groups on university campuses. The courts clearly stated that it is unconstitutional to allow college administrators to control the nature of student association by denying the privileges adhering to official recognition of those groups whose philosophy they abhor. Thus, administrators must be prepared to justify their decision if recognition of a group such as Gay Liberation is denied.

This article is a must of all student personnel workers and administrators.

10 c Gibbs, Annette "Higher Education: Some First Amendment Considerations." NASPA Journal (October 1972): 161-67.

The article deals with court cases dealing with the First Amendment rights of freedom of speech, expression, and assembly and their effects on higher education. The Goldberg v. California, Tinker v. Des Moines, and Cox v. Louisiana are cited. The General Order of Judical Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Education is discussed. This document has become the standard upon which most of the current holdings of the courts are founded. Recent decisions suggest "that there should be an established and fair means of processing student conduct cases when they arise, and there should likewise be appropriate appellate avenues for students to utilize when they come into conflict with college administrators."

24 Gibbs, Annette. "Insuring the Effectiveness of Student Newspapers." Community and Junior College Journal 43, 3 (November 1972): 28-29.

Walking a wire down the middle of the who-controls-the-student-newpaper issue, this writer offers community college administrators suggestions on how to insure that the newspaper will be an effective communicative channel on campus. Citing a study which indicated that students in community colleges view the student newspaper as the main source of news about their school, the author advises that administrators must clarify the common goals they share for the newspaper with students.

Says Gibbs, the student newspaper is not an official publication of its institution, is not primarily a public relations vehicle, and is not first and foremost an adjunct of the journalism department. (It may validly have some functions in the latter two areas, however.)

The student newspaper is, says the author, primarily a student activity. Statements by the AAUP, the ACLU, and Journalism Association of Junior Colleges are cited to lend meaning to this position. As an activity, the

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Gibbs, Annette, "Insuring the Effectiveness of Student Newspapers." Community and Junior College Journal 43, 3 (November 1972): 28-29. (con't)

function of the newspaper is threefold: (1) to provide students learning experiences in the democratic processes of inquiry, investigation, and communication; (2) to provide services to students by printing news and opinion of interest to them; and (3) to promote college activities and spirit by providing a campus forum for students.

Finally, Gibbs asserts that while the paper is a students activity, the special nature of the community college requires careful oversight by the administration, through advisers, to assure continuity, a valid journalistic framework, and ethical and responsible operation by students.

24 Gibbs, Annette. "The Student Newspaper: Some Legal Considerations." Journal of College Student Personnel 13 (July 1972): 301-305.

Problems concerning college student newspaper editorial policies are most often faced by the student personnel administrator. Questions involving student freedom of expression, obscene materials and legal liability have been, in the past, difficult and intricate to solve. Recent court decisions, however, provide a general framework within which the student personnel administrator can function, and the author examines some of the principles that administrators should consider in promoting student newspaper editorial policies. Included are considerations on individual rights, institutional rights, legal liability, obscene materials and the independent newspaper.

18, 21 Gibson, Raymond C. The Challenge of Leadership in Higher Education. Wm. C. Brown Co., 1964, Chapter 9.

Student life and student activities are a fundamental part of educational growth and development and, hence, bear a significant relationship to, and are a fundamental part of the curriculum offering of an educational institution. Student activities offer opportunities for the development of "leadership, cooperativeness, social sensitivity, poise, and graciousness." Student activities provides for development of the basic principles of democracy through participation in student organizations.

A good activities program supplements and enriches a wide variety of activities conducive to a well balanced learning experience. Activities should promote understanding of social and group forces to develop personal skills, and to present opportunities to exchange classroom ideas in a social setting.

A student affairs council should be the policy-forming body for all student activities. The council to be effective should include faculty, student and administrative representation.

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13 Giese, Sally Ann. "Programming Short Courses, Informal Classes and Free Universities." Proceedings of the 54th Annual Conference of the Association of College Unions - International (March 1974): 116-24.

Learning opportunities are being expanded on college campuses throughout the country via short courses, informal classes and free universities. Giese answers some of the many questions asked regarding short courses, informal classes and the free universities. He indicates how to get these learning opportunities developed into programs. A listing of resources, along with addresses, is given at the end of the article.

3 Gillespie, Roger. "BYU Hobby Center: The Long Road to Success." College Management 7 (August 1972): 22-24.

This article describes a very successful arts and crafts center at Brigham Young University in Provo, Utah. In 1972, 60,000 people used the facility which is housed in the student center. The center made a profit of $8,000 after all expenses were paid. Reasons for success were given: 1) it is open to all students, administrators and employees of the university for a nominal fee of 30¢ to use all facilities 2) it is in a central location 3) student help is used exclusively 4) there is a hobby store adjacent to the hobby center to provide supplies 5) the director is in industrial education so understands the necessity for care of equipment.

This article should be of interest to anyone in the area of craft shop activities and programs to understand why this program can be so successful and to read suggestions on how to succeed in the development of a hobby center.

14, 23 Goldberg, A. "Reflections of a Two-Year College Dean." National Association of Student Personnel Administrators Journal 11 (July 1973): 39-42.

Campus-based student activities no longer accomplish their original task of nonacademic cultural exposure for students. The in loco parentis policy is dead, and four-year institutions will probably soon be out of the housing business. Big events such as rock concerts, require more than the campus community for financial success, and the concert and lecture series are the responsibility of the institutions rather than of the students. Athletics actually offer little to character building and school spirit. Yearbooks have lost their significance, and work on the school newspaper should not replace the English department. At two-year institutions most of the students commute, have jobs, and are first-generation college students. Many are married or veterans, or have been out of school for some time before enrollment in college. Many are culturally deprived.

Because these students cannot and do not attend cultural events, the student activities fee should be dropped or reduced to a token fee, while each department should set aside a small amount of its budget for activities other than classroom instruction. The professors in each department should publicize and push their own interests, thus connecting cultural events with the classroom. Social events should be financed by advanced ticket sales. The two-year college athletics program should be mainly intramural. The school

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Goldberg, A. "Reflections of a Two-Year College Dean." National Association of Student Personnel Administrators Journal 11 (July 1973): 39-42. (con't)

newspaper should be an incorporated, independent agency supported by subscription, or the newspaper, yearbook and literary publications could be combined into a laboratory course in writing for credit but not for pay. Junior college deans could then devote their time to being the students' omsbudsman, without dealing with housing or activities. --Dean of Students, Rhode Island Junior College

1, 2, 21 Grant, Harold W., and Eigebrod, Frederick A. "Behavioral Changes Influenced by Structured Peer Group Activities." Journal of College Student Personnel 11 (July 1970): 291.

The environmental press of a campus will influence student values, attitudes and behavior. This study was started to determine if specific behavioral changes could be accomplished by structured peer group membership and activities. A Myers-Briggs type indicator based on Jung's theory was administered to a population of a residence hall complex at Michigan State University. Each individual received a one page psychological description of themselves. Those who participated took the test twice and got one description which saw themselves as an actual type and one which saw themselves as an ideal type which they would like to be. Subjects were selected to form four experimental or control groups; inactive control group, active control group, counseling group and triad groups. A measurement of change in each student was determined by three judges and all groups fell into three specific categories of change. The result was found that students change regardless of what one does to them or for them. The problem remains to direct this change so as to maximize the growth and achievement of each student.

21 Green, Robert L. "Minority Group Students at Predominantly White Universities: Need & Perspectives." Education 92 (September-October 1971): 34-37.

Discusses the social needs of this group and how they relate to other needs such as financial and academic. Points out how relevant social activities for this group assist them as well as students in general in attainment of academic success. He points to the Vice-President of Student Affairs as being the individual responsible for seeing that programs are set up for this group, thus providing an educational climate for the assistance of the total growth of the individuals in this group.

18 c Grecne, William C. and Vecchi, John L. "Accounting for Student Volunteer Groups." Synergist 2 (Winter 1974): 53-58.

Greene and Vecchi give a detailed set of instructions, examples and rationale for various accounting systems for student volunteer programs. (They could be applicable to any type program.) Main points include assigning of the responsibility to one individual, checks and balances, receipts and disbursement accounts, checking and savings accounts and auditing by outside professionals. Types of record systems inlcude cash disbursement books, cash receipts and disbursements records, and lean records. The authors recommend auditing by an outside agency to relieve students of liability and of the

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Greene, William C. and Vecchi, John L. "Accounting for Student Volunteer Groups." Synergist 2 (Winter 1974): 53-58. (con't)

responsibility for reporting in the case of possible dishonesty on the part of the staff.

18, 21 Greer, Martha Judith. "The Human Element...In Extracurricular Activities." Delta Kappa Gamma Bulletin 41 (Summer 1975): 40-3.

The author's main thesis is that all of the college is fertile ground for growth of the human spirit. She feels that an impetus is needed to re-examine our institutional and personal commitments to the total educational program and to our students and their total personal growth. Too many faculty and administrators assume that the moral, emotional, and aesthetic lives of their undergraduates is taken care of somehow and that the only thing that the college has a responsibility for is the intellectual life. She makes a plea for colleges and universities to begin practicing the concept of humanism as it relates to the total lives of their students and not to just emphasize the study of it in the classroom. She promotes the definition of humanism as a concern for man above all else behaviorally and a concern for man's social and emotional well being. For her, the humanistic approach would key on the HOW, not the WHAT. She maintains that although scholarship is commendable, the subject of education is not inert knowledge, but that effective learning results from complex student, teacher, and subject matter interaction.

When students are the center of the college's activities and their development is the primary aim of education, humanistic concerns become prime principles and procedures guiding every endeavor of higher education. This cooperative endeavor encompasses what happens to the student in the laboratory, the classroom, the theater, the athletic field, and the library. Work in the classroom is not enough for most students, so learning opportunities crop up everywhere.

She feels that in extracurricular planning we can humanize the conduct of an activity and become less occupied with the inherent value of the activity itself. It is the doing of the activity that is important. Those who administer extracurricular activities should set a tone of becoming, not performing, in helping every student to become all that he is capable of being.

18 a Grimm, Gary O. "An Operational Definition and Description of College Outdoor Programs." Proceedings of the 50th Annual Conference of the Association of College Unions - International (March 1973): 2-19, 2-22.

An outdoor program offers wide based opportunities for physical, emotional, and mental learning experiences in outdoor settings. These opportunities have a simple organizational base which is oriented to a human need for contact with nature where the individual can have real roles in decision making processes. A group of these individuals involved in any outdoor program activity become "common adventurers."

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18 a Grimm, Gary O., and Miles, John C. "Union Outward Bound: An Educational Experiment." Proceedings of the 47th Annual Conference of the Association of College Unions - International (March 1970): 5-29.

Wilderness education can be a very effective educational supplement, but the natural environment is rarely used for any educational purpose. A student-organized outdoor program at the University of Oregon has developed several wilderness education objectives as well as successful methods of implementing them during wilderness outings. This article serves as a very complete, though early, review of these objectives and methods.

18 Grossman, Robert J., and MacGregor, Archie. "When Student Groups Hire Professional People." NASPA Journal 12 (Fall 1972): 107-110.

The authors, both administrators at Brooklyn College of the City University of New York, describe a growing tendency of student groups to hire professional people outside the university for services pertaining to disputes between the school and the students. The use of lawyers to institute legal actions, architects to evaluate building plans, and accountants to examine college books are among such practices. The article, defending the right of students to use such professionals, attempts to suggest guidelines for the practice that will assure protection for the students from exploitation, guard the college from the misuse of the procedure, and preserve good business practices.

Among problems that can arise with this practice, the writers note the following from their experiences: student can at times become "litigation happy" and overlook ready provisions for the resolution of their grievances; some professionals chosen are not competent; hidden cost to the university in personnel time is often unnecessary and always burdensome. There is frequently a resulting loss of mutual goodwill between students and administrators.

It is acknowledged that the practice can be beneficial, principally in that a forum for the vigorous advocacy of student ideas is created and students are professionally represented.

The writers suggest guidelines for policy to ensure proper use of professional consultants by students. These include: prior written certification that the necessary conditions exist; hiring should be done, wherever possible, at a specified hourly rate and not on an "open-ended retainer"; there should be a definite term of service specified; a careful procedure for selecting appropriate professionals should be designed.

In all of this there must be protection of the college against liability for the expenses incurred. Additionally, future generations of students should be protected against incurring costs for actions of previous years. Above all, say the writers, the preservation of a healthy student/administration climate should be guarded.

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10 c, 24 Hammond, Edward H., and Dawes, Thomas A. "Student Press and the First Amendment." NASPA Journal 10 (October 1972): 168-77.

The authors write for the purpose of reviewing recent (1972) developments in the law with reference to student publications in public institutions of higher education. Their focus is on First and Fourteenth Amendment problems related to the creation and enforcement by school authorities of regulations governing the publication and distribution of student newspapers, magazines, pamphlets, etc. Citing definitive Supreme Court decisions, they trace the trend in recent years to increasingly extend the protection of the First and Fourteenth Amendments to students.

Of specific interest is the observation regarding the idea that the regulation of the student press is more necessary because of hostile reactions of the audiences within and without the university than because of the actual content of the publications. The courts are tending to say that in such instances the schools, faced with disruption not be publishers of student newspapers but by forces hostile to them, must be compelled to regulate the hostile reactors rather than the protected publishing.

The particular issues of obscenity and political expression are addressed. In general, the discussion demonstrates that definitions of obscenity which obtain for publications generally are being applied to material appearing in student publications, thus disallowing school authorities from preventing publication of materials not legally obscene and not patently disrupting normal school operations. Similarly, several court decisions have restricted administrators from exercising prior restraint of publication and distribution of political literature (or punitive action against students involved). While various decisions have gone both directions in the lower courts, the general inclination of the courts is to protect the First Amendment rights of the students.

The principal issue which has appeared to crystalize in litigations between schools and students' publications is the issue of disruption. It is to this concern that administrators most often appeal, and such appeals appear to bear the most weight under the law because of the compelling state interest in protecting the normal operations of its schools from substantial disruption.

The article has value as a reference for definitive court decisions in this area of student activity, and provides a good bibliography of both cases and references.

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10, 18 Grossman, R. J., and MacGregor, A. "Student Activity Fee Control: Pitfall for College Management." College and University Business 54 (March 1973): 34.

The public assumption of widespread mismanagement of Student Activities Fees may or may not be correct. But, despite the fact that student governments now tend to have total control of administration of activities fees, college officials, rather than students, will be held accountable when abuses are found. The trend toward student control is not necessarily bad since it has allowed for newer student aspirations such as day-care centers, gynecological and legal services to be met. But student control has also led to a decline in responsibility in fiscal procedures which has awakened a reactionary response that could destroy cocurricular life.

Making student activities fees optional or maintaining only the traditional programs with mandatory fees and allowing the other programs to be voluntarily financed would eliminate the judiciary responsibility of college administrators and would require value judgments about the merits of various programs. A better solution would be the use of a barometer of trouble to discover the extent of such undesirable practices as cash rather than check payments, overspending, excessive lecture fees which are really contributions to the defense of speakers in legal trouble, and large discretionary items. The review could be followed by a list of building blocks for student activities fees management, such as that developed for Brooklyn College, including statements on student initiation, faculty participation, professional day-to-day management, protection through disclosure and review, and provision for the solution of related problems.

13, 18 Hall, Anabel Taylor. Beyond the Ivory Tower. Ithaca, N. Y.: Cornell University, 1968.

One index of the expanded community awareness of college students is the expansion and initiation of social service programs on college campuses. The conference outlined in this book met on February ninth through eleventh, 1968, at Cornell University to examine social responsibility and the college student. This book presents many issues which were raised by the conference and consists mainly of questions rather than answers; such as the psychology of the volunteer and volunteeree, the nature of volunteer programs, and methods for establishing and operating volunteer programs and problem areas. The conference decided that the ideal program should be adapted for academic credit. The vast source of potential manpower of college students remains untapped and an experience centered curriculum and improved volunteer programs would insure that the university made a positive contribution to social change. The three main addresses at the conference were made by Paul N. Ylvisaker, Harris Wofford and Dr. Kenneth Clark, and are included in this volume, as well as questions that were raised at the conference.

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10, 18 Hammond, Edward H. "Can Student Activity Fees be Used to Support Student Attorney Programs." National Association of Student Personnel Administrators Journal 10 (January 1973): 271.

Three questions are proposed in this article which should clarify whether a particular university can use their student activity fees to support a student attorney. The questions are, 1) What is the source and extent of your institutional authority?, 2) Are your student activity fees public money?, and 3) Can you use student activity funds which are public in nature to support a student attorney program? In actuality, it would be better to adopt a voluntary activity fee for the support of a student attorney program so institutions would not have to deal with the above questions.

1, 18 Harrold, Roger D., and Lowe, Benjamin. "Intercollegiate Athletics in the Contemporary Student Value System." Journal of College Student Personnel 14 (July 1973): 345-51.

There is a definite stress under which intercollegiate athletics finds itself today in our American educational system. There are those who would contend that athletic programs are no more than means of entertainment for students, faculty and public and are not relevant to the educational process nor deserving of large expenditures of money. Therefore, a study was conducted for the following stated reasons: "to help the university--its central administration, athletic department, and related student-faculty policy bodies--reassess the role of intercollegiate athletics as an institutional commitment; to assess the probability of intercollegiate athletics becoming a protest issue; to provide a benchwork against which change in student attitudes toward intercollegiate athletics could be measured; and to assess, within the context of the total development philosophy of student personnel work, the contributions of intercollegiate athletics to the recreation and education of students."

The results of the study would support intercollegiate athletic programs. Less than 1/4 of the students surveyed considered it irrelevant to both their student value system and the function of a university. Nearly half contend that intercollegiate athletics are an integral part of the university both educationally and recreationally. These and other results provide some insight for student personnel administrators as to the relevance of an athletic program within the value system of the student.

3 Hatcher, Cleophus. "The Union and It's Minority Community." The Bulletin of the Association of College Unions - International 40 (June 1972): 7-8.

This article covers programs the Union should be concerned with in regards to minorities. It discusses some programs Unions within the Association have implemented.

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13, 18 a Hefke, Norman E. "Integrating Curricular and Extracurricular Programs." Journal of College Student Personnel 14 (May 1973): 278.

This article tells how Northern Michigan University gave a series of videotaped programs in an effort to maximize interaction of students, faculty members, student personnel workers, and the local community. Controversial issues and speakers were presented via the tapes, along with discussions led by university personnel and resource people from the community. For a relatively minimal cost, 6,380 persons took part in the program, which was termed a success.

This article would be of interest to anyone desiring to bring the resources in the community and the university together for the benefit of all. Using videotapes provides a way of bringing the program to the people rather than having to wait for the people to come to a program.

18 a Hoelting, F. B. "Interest Group Programming and Budgeting in Residence Halls." National Association of Student Personnel Administrators Journal 11 (July 1973): 52-55.

At Western Illinois University, four residence halls have replaced the traditional committee system of hall financing with interest group programming which attempts to involve as many students as possible in the total programming process. All funds are placed under one body which allocates monies to interest groups according to the wishes of the students within the hall. The hall general assembly serves as an appeal board when student groups have been refused allocations, but it c nnot take money away from a group. The money can be allocated to any size group which enhances the social, cultural, or academic development of the students in the hall, and need not be restricted to a few programs popular with large numbers of students. This policy permits meeting minority needs. In one possible system of operation, the leader of an interest group completes a request form which is given to the chairman of the central budgeting agency, which decides how much money to give to the group. The central budgeting agency is responsible for auditing the amount and manner in which money is spent. The establishment of guidelines for determining how the money will be allocated is important. The central budgeting agency should meet at least weekly so that students do not have to wait long for the funding of their program. At one 500-man residence complex, 162 of 205 interest group requests were granted involving 1,246 students. This participation compares with 8 committees and 40 students directly involved under the old system. --Director of Residence Hall Programs, Western Illinois University

14 Hoenninger, Ronald W., and Skovholt, Thomas M. "The Democratization of Higher Education." Community and Junior College Journal (May 1973): 23-25.

Hoenninger and Skovholt's findings are not appl cable to any specific or particular community college, but are of general interest. The most important general finding was that much variability characterizes the inter-occupational service areas. Any program of study, counseling perspective, or administrative philosophy, must not lump together community college vocational students and view them as a homogenous group. A stereotype orientation will only fur er camouflage each students' unique and individual qualities.

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10 c, 18 c — Hughes, Hunter III, and Gray, John. "The Legal Angle." Synergist 2 (Winter 1973): 57-8.

"The Legal Angle" is a regular column in Synergist which reports on legal questions related to volunteer programs. This particular issue discusses two topic areas: abortion counseling and day-care programs. In some states abortion counseling is illegal. In all states there is opportunity for the uninformed to act illegally. The Planned Parenthood Association offers up-to-date information on applicable laws as well as training programs for volunteers.

Day care programs are also highly vulnerable to legal implications. Three areas in particular are: safety code infractions (liability), health laws, and liability for injury on field trips, etc. The article also deals with the advantages and disadvantages for day-care programs in incorporation as a non-profit organization. Generally, the advantages outweigh the disadvantages.

10 a, 10 b — Jones, Hubert K. Jr. "Faculty Committees: A Sober Second Look." Community and Junior College Journal 44 (November 1973): 26-27.

Pressures from accrediting groups, the "rank and file" within the institution, and the drift of higher education in general is increasing the use of committees. The advantages of committees are: the possible superiority of group decisions, the hope of improved coordination within the institution and a check on authority. The disadvantages are: the cost of committee decisions in time lost to other duties, the possbility of decisions that are "the least common denominator," and the damage to accountability. Committees can protect weak, incompetent administrators, be manipulated by authoritarian administrators and frustrate able administrators.

Pertinent questions concerning faculty committees are: Is the committee accountable? Is it representative of the faculty interests or of the institutions interests? Is the committee authoritative, able to make final decisions, or not?

21 — Keats, John. The Sheepskin Psychosis. Philadelphia and New York: J. B. Lippincott Co., 1965.

Keats tries to analyze why most high school graduates attend colleges, and why more than half flunk out. He looks at the college experience as not being necessary. Keats does what Chickering did in his book, Education and Identity, only in a different manner. He says that most young people don't know why they go to college, are not emotionally mature, do not have a sense of competency, the curricula offered does not in any way help the student develop. In a sense what Keats says in his book is that colleges do not offer developmental change and are not in a position to do it since what is valued at an academic institution is not the student but research.

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10 a, 10 b Keeton, Morris. Shared Authority on Campus. Washington: American Association for Higher Education, (1971).

Begun in 1966, the Campus Governance Program studied nineteen campuses by questionnaire and interview as to patterns of leadership and responsibility and the relative perceptions of the various constituencies of the institution: faculty, students, nonfaculty staff, public groups. The nineteen campus study produced recommendations on two subjects: "who should have prerogatives in governing and managing and on what grounds and how these prerogatives should be exercised."

Four grounds for claiming the right to share in governance are presented: (1) those whose concerns and lives are most affected by campus activities, (2) those most competent to do the work of the campus, (3) those whose cooperation is essential to effectiveness, and (4) those whose sponsorship and resources created and sustain the institution. These are seen to be both ethical claims and practical requirements of effective governance but methods of implementation must vary from campus to campus. Fluidity of constituencies and legal implications further complicate the matter. Sharing authority can take two forms: jointly making decisions based on shared perceptions of the priorities of basic institutional goals and recognizing the importance of the "consent of the governed"; recognizing those with authority are accountable to their constituencies and the importance of legitimate leadership both in administration and in the constituencies.

1, 18 Keller, Barbara Bledsoe, and Chambers, Jay L. "Motivation Factors in Organized Student Group Participation." Journal of College Student Personnel 16 (July 1975): 313-16.

This is the report of a study which sought to enlarge on present knowledge by investigating motivation factors that might affect the extent to which students particpate in organized group activity in a small, liberal arts, residential, and primarily undergraduate college setting. Most of the reported results and discussion deal with the motivation factors related to females in organized student group participation.

Results suggested that women who took part in no activities were more concerned about avoiding failure than more active women and preferred to stay out of extracurricular activities to maintain more order and regularity in their lives. The females who joined three or more activities during their first semester of college had the most negative attitude toward order and its associated needs. They would thus be likely not to feel as constrained to be orderly as would those who joined no extracurricular activities.

The author's rationale is that it would be difficult to keep a regular schedule when involved in three or more extracurricular activities. The researchers also feel that the females in no activities may see more value in achieving academic goals than in relaxing in the company of others.

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5, 18 c Klopf, Gordon. "The Role of the College Faculty Advisor with the Student Group." The Journal of College Student Personnel 2 (March 1961): 38-42.

It is important that academic faculty serve as advisors to student organizations. The advisor's role and function will be determined by the campus environment. It is necessary that the role be defined specifically so the advisor knows his responsibilities.

The role of the faculty advisor may be one or all of the following: He may be a "trainer-director" teaching specific skills, an "advisor-consultant" when requested by the students, or a "participating member" who has only equal status with other group members. Students should be allowed to select their advisor.

The advisor has a responsibility to the institution for the actions of the group. He also should be concerned for the group and each individual in the group, to assure that they receive positive experiences. The advisor can expect the support and assistance of the student personnel staff.

18 a Kragen, Kenneth, and Frity, Kenneth. Successful College Concerts. New York: Billboard Publications, Inc., 1967.

Regardless of the size of the campus, some form of outside entertainment is booked by someone on the campus each year. There are two implications that can be drawn from the foregoing statement. First, the business of college entertainment has attained the rank of "big business", in every sense of the word. Second, in many and perhaps most cases, students are involved in the coordination of concerts and other events. In some cases the students are responsible for all phases of presenting the events, from selecting the artist and negotiating with his manager, to the actual staging of the show.

Knowing that few students have had the experience necessary to deal with professional agents in contracting for entertainment and knowing too that many need help in carrying out the steps necessary for a successful concert, the authors have written this book as a guide for those interested but inexperienced in the field.

15 Lange, Arthur J., and Gentry, Robert F. "Uni-Prep: An Innovative Approach to University Orientation." NASPA Journal 12 (Fall 1974): 90-95.

The Student Affairs division of the University of California, Irvine has developed an innovative approach to integrating new students into the campus environment. The "Uni-Prep" program provides a week on a core of twelve learning modules, students participate in workshops designed to develop cognitive, behavioral, and communication skills. Also included in this program are workshops specifically designed to integrate students into the Irvine Campus life. Students are exposed to a variety of University centered topics. Included in these are the functions of student government, university administration, and discussions of the health services, counseling center, residence halls and Greek system.

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Lange, Arthur J., and Gentry, Robert F. "Uni-Prep: An Innovative Approach to University Orientation." NASPA Journal 12 (Fall 1974): 90-95. (con't)

The success of this program is apparent from the activities of past "Uni-Prepers". Almost all student government and Greek System leadership positions are filled by past program participants. Also, student internship as well as positions on administrative committees are frequently filled by "Uni-Prepers."

Overall, the "Uni-Prep" program has had a great influence in increasing student participation in the campus community and decreasing the isolation of commuter students.

14, 23 a, 18 Laufer, Joseph M. "The Two-Year College Activities Director." Proceedings of the 50th Annual Conference of the Association of College Unions - International (March 1973): 2-26 - 2-30.

The Administrator of Student Activities has risen to a level of importance next to the Dean of Students. He should have a title of Associate or Assistant Dean of Student Affairs.

Although the activities dean has administrative and service functions to perform, his central role is one of educator and couselor. His job description should be complete and clear with major emphasis on the counseling and educational function.

9 Lee, Alfred McClung. Fraternities Without Brotherhood. Boston: The Beacon Press, 1955.

Alfred Lee views social fraternities as threats to democracy in America as they perpetuate the acceptance and rejection of persons for membership on grounds of race, religion and national origin. In 1953 the National Committee on Fraternities in Education was formed and one of its main beliefs is that young people should be allowed to select their companions on the basis of personal criteria.

This book is an account of historical facts about discrimination in American social college fraternities and sororities. It outlines various changes that social fraternities have made to break down discrimination. Most of the fighting against discrimination was done by local chapters who in order to stand for their values were forced to split from their national organization. Today, 90 % of the undergraduates are in favor of democracy in social fraternities.

10 c. Leslie, David W. and Satryb, Ronald P. "Due Process on Due Process? Some Observations." Journal of College Student Personnel (September 1974): 340-45.

Leslie and Satryb discuss the demise of 'in loco parentis' in the institution of higher education and its implications on student disciplinary procedures.

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Leslie, David W. and Satryb, Ronald P. "Due Process on Due Process? Some Observations." Journal of College Student Personnel (September 1974): 340-45. (con't)

The article contains a list of requisites to be followed in what they call a "relatively unchallengable campus disciplinary procedure." All of the requisites are based upon recent judicial holdings.

10 b, 18 b Leonard, Eugenia A. Origins of Personnel Services in American Higher Education. Minneapolis: University of Minnesota Press, 1956, 59-64.

During the early 1800's there was a great deal of unrest on campuses. There were riots, rebellions, drunkeness, and the harassment of faculty members. To solve these problems Presidents met with their faculty members and started the development of "wholesome student activities." During this time there was student participation in actual administration of certain of the colleges. Student orgainzations in the 1820's started to develop. These groups included: religious organizations, benevolent groups, musical groups, and our present day recreational programs.

Students were encouraged by the faculty to become involved in maintaining discipline. Students in some schools drew up a complete system of self-government to regulate life. These students disciplined their own members for rowdiness, gambling, fighting and neglecting their studies.

Student organizations also became involved in trying to influence trustees.

18 Lloyd-Jones, Esther, and Estrin, Herman A. The American Student and His College. Boston: Houghton Mifflin Co., 1967, 221-56.

For the most part student activities have been viewed as being a part of the "informal" or co-curriculum of a college, thus being differentiated from and kept separate from the "formal" curriculum. The authors of this book feel that many good educational experiences, and perhaps more memorable ones, come out of participation in these "informal" student activities.

The authors have selected various statements and writings by seven different people who are considered knowledgeable in this field. Most of the people in the group are deans of one type or another, although two students' views are expressed. It is interesting that the Herbert Stroup paper, "Freedom in Student Activities" is included here as it is in his book, Toward a Philosophy of Organized Student Activities.

18 Lloyd-Jones, Esther, and Smith, Margaret Ruth. A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Co., Inc., 1938. Chapter XI.

This chapter provides a general background on what student activities is all about. The author gives suggestions on how a student activity program should be designed and operated. The author believes that for most undergraduates student life constitutes the "real life of the college." Student

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Lloyd-Jones, Esther, and Smith, Margaret Ruth. A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Co., Inc., 1938. Chapter XI. (con't)

activities provides students the opportunity to develop interests in areas that the curriculum of a college does not.

The authors feel a student activities program should be considered a part of the educational process. Presently, the programs lack adequate supervision and direction from the faculty or personnel staff. Student activities should provide valuable experiences for all students. They must offer a wide range of activities to meet interests of all students. The authors then discussed some of the different kinds of student activities.

18 Long, James W. "Intramural and Extramural Programs." In Handbook of College and University Administration--Academic, edited by Asa S. Knowles. New York: McGraw-Hill, 1970.

This article presents in capsule form excellent coverage of the role of an Intramural Sports and Recreation program on the college campus, its place in the total educational program, and the need for efficient program management.

Although once limited to "within the walls", new activities extending beyond the campus bounds, such as club sports and off-campus programs, have expanded the scope of intramural sports and recreation programs. The author briefly traces some of development of the intramural sports movement in its attempt to fill the void between varsity athletics and required physical education classes, and reaffirms the need for a comprehensive intramural sports and recreation program to meet the physical needs of the everyday student.

The measurement of a good intramural sports and recreation program is its ability to meet the ever changing needs of the students it serves. A good program will also take into account the geographic and climatic assets of the campus locale that offer opportunities for different types of activities programs.

The author suggests that fundamental to an effective program is a competent director, who is an effective administrator. The director must have a knowledge of, and sound philosophy of intramural sports and their relationship to higher education. Organizationally, departments of intramural sports and recreation have been connected to departments or schools of physical education, and in some instances, to departments of athletics or recreation education. The latter two organizational approaches are not recommended by the author due to the possibility of conflicts of interest in the areas of financing and facilities usage.

Student input into the operation of an intramurals program is gained through the Intramural Council with representatives from the units of competitions, such as, fraternities or sororities, on and off campus living units, and independent units. The council assists in planning programs, establishing rules of participation, handling forfeits and protests, and serves as a liaison to the student body. In the case of a combined intramural sports and

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Long, James W. "Intramural and Extramural Programs." In Handbook of College and University Administration--Academic, editec by Asa S. Knowles. New York: McGraw-Hill, 1970. (con't)

recreation program a committee comprised of faculty, student and administrative representatives may also be necessary for overall coordination.

Among the management problems the author describes are: financial support, facilities use and scheduling, equipment and supplies, the use of student managers and officials, the handling of protests, awards, and the need for good public relations. He also examines the need for adequate safeguards in the areas of participant health and safety, care of possible injuries, and adequate participant insurance coverage in the event of accidents.

A comprehensive checklist for appraising an intramural program based on the recommendations of the American Association for Health, Physical Education, and Recreation concludes the article.

27 Love, Andrea. "Veterans: The New Challenge." Community and Junior College Journal 44 (August/September 1973): 28-29.

The Vietnam vet is a different student than most college students and consequently has different needs than the typical student. The average age of the vet-student is 26.9 years old. Sixty-four percent have completed their high school education. The vet has an assertive response to authority and a strong feeling that he has the right to know and help determine decisions which will affect him. Today's vet-student is less tolerant of authority and "the system" than the average student.

The student veterans have experienced the shock of war. They have undergone the ramification of re-entry into a society which greets them with indifference. They are experiencing ecomonic strain. They are unclear on their personal and career goals. Veterans are students who need extensive tutorial-remedial assistance. All college services including student activities need to take the differences of the vets into consideration when attempting to provide services for them.

18 c Lyons, James E. "Conversation with Gay Liberation: An Interview." Journal of College Student Personnel 15 (March 1973): 165-70.

Gay Liberation groups are becoming more recognized as student organizations on college campuses throughout the nation. This article describes an interview between Jim Lyons, Assistant Dean of Student Affairs and two members of the Gay Liberation Movement at the University of Connecticut. The conversation focuses attention on the presence and recognition of Gay Liberation as a student group on campus.

The thrust of the article deals with the identification and classification of the Gay Liberation Movement. There is a clearer definition of the differences between the goals of Gay Liberation groups on college campuses

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Lyons, James E. "Conversation with Gay Liberation: An Interview." Journal of College Student Personnel 15 (March 1973): 165-70. (con't)

versus groups based in large metropolitan cities. Consideration is also given to the university's response to the formation of a recognized student group of this type. Suggestions are given for the sensitization of the entire university community; this includes methods of implementing positive approaches through academic disciplines as well as the general university response to Gay Liberation. There are many obstacles that Gay Liberation groups must overcome. If these groups can gain the respect and awareness (of their capabilities as productive individuals) of conservative as well as liberal university communities, they may survive -- otherwise, the battle is futile.

18 b MacGregor, Archie. "How to Strengthen Your Student Government." College Management 8 (April 1973): 15-17.

While this article didn't contain anything new or startling, it is helpful to most student personnel workers in that it is a good refresher. The premise is that student government can function on an effective level. The article suggests ways in which student personnel workers can contribute to improved student government. Suggestions are of two kinds: those concerning policy (attitude) and those concerning specific, tangible procedures.

Policy or attitude changes can best be brought about by new honesty and frankness when working with student leaders, by total acceptance of the student leaders as members of the academic community, by actively involving students in university decision and policy making, and generally by seriously listening to and considering student suggestions and comments.

Specific tangible procedures effective in strengthening a student government include: providing a well-trained advisor who is highly aware of his job; providing adequate space, funds and the necessary auxiliary services; totally supporting and working with the elected leaders; aiding student government in its continual search for goals and purpose; developing and insisting upon the observation of an effective set of written rules; and, by working for a continually higher level of performance, not settling for lower standards.

5, 18 MacGregor, Archie. "Student Activities Programs in the Counseling of College Students." In The Counseling of College Students, edited by M. Siegel. New York: Free Press, 1968.

This chapter is valuable for a number of reasons. The author presents a rather complete rationale for student activities. Student activities contribute to the learning process, to personalization of school in an otherwise routinized situation, to the sense of community and to the development of the self. A plea for creativity and innovation is made. The section on the faculty advisor and student participation is well done, especially in light of the chaotic state of advising on most campuses today.

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MacGregor, Archie. "Student Activities Programs in the Counseling of College Students." In The Counseling of College Students, edited by M. Siegel. New York: Free Press, 1968. (con't)

The second and longest part of the chapter is a detailed presentation of most of the traditional student activities with thumbnail sketches of their operation including the rules and regulations that should be utilized if they are to be successful. Although most of the material in this section is traditional, it is an excellent summary of the scope of the field and provides a solid base of action for anyone needing a rationale for any particular segment of student activities.

1, 19 Mallery, David. Ferment on Campus, and Encounter with the New College Generation. New York: Harper and Row, 1966.

This study was conducted in an effort to understand how college students become interested in major issues of our time. David Mallery directed the study of interest in national issues and national politics of students in seven institutions who are members of the Academic Council of the College Student Personnel Institutes. He found that it was the cause, not the university, that led students to crusade against the evils of our society.

This book consists of campus voices that were heard and actual behavior of students that was observed. Among the political and social action topics found were faculty student relations, politics, Civil Rights, administrators, and Greek organizations. The Civil Rights identification had led to action and this action to a whole new attitude toward campus life; student initiative and student power.

13, 18 a Mason, Bruce V. "College Outdoor Programs." Proceedings of the 54th Annual Conference of the Association of College Unions - International (March 1974): 53-58.

The Outdoor Program at the University of Oregon was initiated in 1967 with only a handful of supporters and has evolved into a large program which included over 7,000 participants in 1974. The philosophy behind the current Outdoor Program is one which breaks away from the traditional club-rules-regulations orientation and encourages "individual independence, group cooperation, ecological awareness, and a return to a simpler life incorporating the environment." Instruction is provided by volunteers who share their expertise in various outdoor recreational skills with other participants in the program. Learning is primarily achieved by observing and doing. There are no grades, and participation is strictly voluntary.

Monies budgeted for outdoor programs are generally minimal and pay only those expenses required to maintain an office staff and/or coordinator (usually students) and to purchase limited office supplies and perhaps some recreational equipment. There are no dues for participants; however, the costs of an outdoor trip are evenly divided among the participants. At the University of Oregon, participants may be non-students.

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18 a McCurdy, Robert W. "Is It Simply a Matter of Taste?" To Whom Can I Speak? Proceedings of the Association of College Union - International (March 1970): 5-12 - 5-14.

In this paper (an address at the 1970 ACU-I conference) the author takes a critical jab at his colleagues in student activities for their alleged posture of simply "spoon-feeding students quality experiences which are just packed with 'good taste'." He challenges them to "get hip" to the changing role of activities directors, which today he asserts should be that of facilitator and resource rather than creator of programs which are "good for" students.

He suggests that "taste" is very personal and subjective, and that rather than being concerned about the content of student programs directors should be concerned about the ways in which students make program decisions. The proper function of the professional should not go beyond serving as a sought-after resource (which will only happen when the director is "hip" to real student interests) and as a facilitator (which will only be possible when students are convinced the director is void of prejudice and preconception).

The underlying theory to this position is that students can only seek truth in the arts (here equated it seems with entertainment programs) by experiencing them and they must never be prevented from having a bad experience by the pre-judgment of a professional. While the author does express an interest in influencing student "taste", he limits the proper scope of such influence to a participation in post-program evaluation. And even that participation hinges on invitation from students.

Speaking as he is to activities professionals, he cites the following four assumptions as determinants of function:

(1) Our programming is, by and large, for students.
(2) Our programming is funded by students.
(3) We are employed as professionals in student affairs.
(4) We spend most of our time working with students.

1 McEvoy, James, and Miller, Abraham. Black Power and Student Rebellion. Belmont, Calif.: Wadsworth Publishing Co., Inc. 1969.

This is a collection of articles contributed by authors from a wide spectrum of ideologies; radicals, conservatives, professors, blacks and whites, graduate and undergraduate studies, etc. The main point in general is that the university is a microcosm of a society in need of reform, and it is believed by students that the university is the place to begin the reformations. These students are not the drop-outs but the cream of the crop who have a low political trust and a high sense of political efficiency.

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10, 18 McIntyre, James P. "Alternative Athletics: Planning Facilities for Lifetime Sports." College and University Business 55 (September 1973): 51-58.

Many colleges and universities are hearing the demands of students for physical recreation facilities to meet the increased needs of a diverse student population. Yet there is always the continual problem of financing. One of the proposals of the article is that you can give the students the kinds of facilities they really need and want and they will be of help also in devising ideas for financing. They may even partially finance it themselves. Some actual methods of financing are briefly discussed.

There are examples of innovative and exciting ideas in the architectural designs of recreational facilities with photos of some of the things that have been constructed at universities. Imagine a fieldhouse where many sports can be played at the same time and include such things as basketball, tennis, badminton, volleyball, baseball batting, driving golf balls, long jump, pole vault, gymnastics, karate, pool, swimming, etc. Such a facility exists at Boston College and many other institutions are either rennovating old or constructing new facilities to comply with the surge of lifetime sports.

10 b, 18 b McIntyre, James P. "Governing the Student Community." In Handbook of College and University Administration--Academic, edited by Asa S. Knowles. New York: McGraw-Hill, 1970.

This article may be best described as a cautious approach to the role of student government and student involvement in campus policy making. It is evident that the author recognizes the need for an organized student voice in institutional matters, but he carefully presents a qualified approach as to the degree of such involvement. Central to his presentation is the idea of student government as a learning experience for the student's emergence as a citizen in a democratic society with the accompanying rights and responsibilities, and that responsibility can best be developed by participating in those activities which require responsible behavior.

Historically, the beginnings of organized student government in American higher education can be seen as early as the eighteenth century, with varying degrees of success, at such institutions as William and Mary, Oberlin, Union, and Yale. However, it was not until the middle third of the twentieth century that student government became a viable and integral part of American higher education. Any rights that students may have to their involvement in institutional decision making stems from their membership in the academic community, although it may be argued as to whether or not that membership entails equal jurisdiction with the faculty and administration.

The forms that student government groups have taken on different campuses can best be viewed as a continuum, running from non-existence, to a form that is completely representative of a constituency which is an equal partner along with faculty and administration in institutional governance. The

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McIntyre, James P. "Governing the Student Community." In Handbook of College and University Administration--Academic, edited by Asa S. Knowles. New York: McGraw-Hill, 1970. (con't)

author holds that many student government groups have been unable to arrive at optimal success due to three factors: the dependence on institutional financial support; the inflexibility of their organizational structures to keep pace with the growth of institutions; and the inability to attract large numbers of talented students. Only when student government groups have overcome these problems will they be completely successful in reaching their full potential.

Philosophically, the author believes that the individual concerns of faculty and administrators have led to a short sightedness on the part of these groups in recognizing the needs, and inherent power of the student body. Building a viable student government is one of the most effective means of recognizing, understanding, and dealing with these needs and power.

3 McMillan, Adell. "Organizing Student Boards and Committees." College Unions, 1967.

Union governing boards are structured to "process" policy and program. Committees assist and advise boards. McMillan discusses roles and purposes of various boards and committees. The article examines basic relationships of each board and committee.

23 b Meabon, David L., and Bailey, Walter R., and Witten, Charles H. "The Competent Student Activities Administrators: A Model for Training." Journal of College Student Personnel 16 (March 1975): 100-6.

This article presents a competency-based education model and describes its application to the education and training of student personnel administrators. Focused upon is the performance-based program in student activities management at the University of South Carolina. It represents the concept that training in student personnel work must be related to the actual practice of the profession. Additionally, the idea that the program must be composed of both training and educative experiences for the candidate is emphasized. The program stresses the belief that if individuals are to be true professionals, they must not only possess relevant competencies, but also must have a base of knowledge on which to build new practices as the needs of institutions and students change.

The actual process of providing a performance-based program in student activities management at the University of South Carolina involves the following operational principles: a) identification and description of competencies - 37 are listed in this article, b) development of learning experiences, and c) assessment of competencies.

CODE

18 Miller, Franklin A.; Moyer, James H.; and Patrick, Patrick B. Planning Student Activities. Englewood Cliffs, N. J.: Prentice Hall Inc., 1956.

This book takes a brief look at the functions of the co-curriculum from a historical point of view. It also takes a look at the influences of the new psychology. Financial administration, organization administration, the club program, outdoor education, athletics, and the school newspaper are some areas of the concern of this book. It also deals with the evaluation of co-curricular programs.

1, 9, 12 Miller, L. "Distinctive Characteristics of Fraternity Members." Journal of College Student Personnel 14 (March 1973): 126.

This study was a systematic attempt to determine what selected characteristics tended to differentiate between fraternity members and independent men at the University of Pennsylvania. Selected characteristics of freshmen male students in 1968 were tested at the time of matriculation, following the Greek initiation period and between matriculation and the fraternity initiation period. The Part I questionnaire was given to 816 freshmen males at orientation, 66% of the population of freshmen males at the University of Pennsylvania. Two random sample questionnaires were given to 150 freshmen males in fraternities and independents all of whom had taken Part I. The final sample was given to 18% of the freshmen male fraternity initiates and independents.

When tested before the opening of classes fraternity members significantly differed from independent students. Fraternity members were more conservative, more dependent on peers, had less interest in cultural activities, and came from a higher socioecomonic background. When retested, fraternity men after initiation differed from independent men in that they were more conservative, less concerned, involved or interested in social injustices, less approving of the total student body and more involved in extracurricular activities.

Both groups of men changed after matriculation, but the significant difference in attitudes and values remained. There appears to be a distinctive "fraternity type" of college student. Men with similar motivating factors tend to migrate toward similar groups.

1, 20 Moffett, M'ledge. The Social Background and Activities of Teachers College Students. New York: Teachers College, Colunbia University, 1929.

In this book the author is involved in a study to determine some criteria for evaluation of extra-curricular activities in teachers college by an analysis of the social background, contacts, and activities of teachers college students. This is an attempt to analyze and interpret background experiences and contacts of teachers college students, to present a picture of extra-class activities of these students, to evaluate certain extra-class activities common to teachers colleges in terms of student participation, enjoyment, and potential value in the personal and professional development of the students.

CODE

14, 23 Monroe, Charles R. Profile of the Community College. London: Jossey-Bass Inc., 1972, 144-80.

The area of noninstructional services offered by a community college is handled by the people in personnel services. Personnel services are defined as services that supplement classroom programs and offer students opportunity to develop themselves personally, socially, and intellectually. The majority of community colleges realize that student personnel services is an important and necessary aspect of the total college offering.

Monroe condemns community college student services that do not reach out to the community college student who is not a high school graduate or who is an older adult student. The Raines-McConnell survey of 1964 found that the student-participation function of personnel services ranked among the highest need of all personnel function. However, these functions must meet the needs of all groups of students. If the program of activities have had some success it is usually due to the exceptional talent of the director of student activities or faculty sponsors.

According to Monroe, no community college today can expect significant participation by students in the governance of the college and its activities unless both faculty and administration encourage and promote it.

10 b, 14 Neher, Timothy J. "Student Involvement in Community College Policy Making." Journal of College Student Personnel 14 (September 1973): 407-14.

Neher studies the existing patterns of student participation in the governance of community colleges. Taken from a study undertaken by the Illinois Junior College Board, the survey concerning student participation in policy making was sent to 46 Illinois public community college deans of students. A total of 33 policy areas in four major categories were studied. The objectives of the study were stated in the form of questions serving as the basis for analysis of the patterns by size of enrollment, typical student background, and type of college facilities, as well as the state-wide system pattern.

Analysis of the data indicated that students in Illinois community colleges are involved as participants in policy making on all of the four major policy categories studied: academic affairs, student affairs, staff personnel affairs and business affairs. However, a comparision of the individual college returns indicated differences in degrees of student involvement.

The study indicates that many community colleges are reluctant to grant students significant participating roles other than in those policy areas traditionally given over to students by default. The only exceptions are the area of student affairs and the two areas of curriculum planning and curriculum evaluation. Neher points out that peer selection pervades in choice of student representatives, but that these participants do not always have a vote on policy-making committees.

It is Neher's opinion that although students are represented adequately in a large proportion of the committees, it may be that this representation is unevenly distributed. He also suggests that if students are to be effective

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Neher, Timothy J. "Student Involvement in Community College Policy Making" Journal of College Student Personnel 14 (September 1973): 407-14. (con't)

in policy-making that they should be prepared with in-training. His major thesis: a participative policy-making process should reflect a partnership of equality for the major constituent groups.

Nelson, Manning, et al. A Manual for Student Services for Community Colleges in the State of Washington. Washington State Student Services Commission, 1971, 17-20.

A section of this monograph is devoted to the principles and practices of community college student activities. It was primarily developed by Michael McIntyre, Associate Dean for Student Programs at Green River Community College. McIntyre's statements have served as the student activities model for the State of Washington for four years and now he is becoming nationally known in student activities. His article breaks down into several main areas. These include general philosophy, goals, functions, evaluation and staffing.

However, underlying all of these areas is a strongly educational approach McIntyre believes that student activities are an integral element in the education process. He even recommends giving academic credit for students who are involved in leadership positions. The general design of programming has an essential element of flexibility. McIntyre believes that students should be able to add and drop programs and organizations at their own discretion. This is definitely a student-centered approach.

This article can benefit anyone involved in establishing or changing a student activities program at the community college.

14 Nichols, Donald D. "Women's Programs at Public Community Colleges". Community and Junior College Journal 46 (December, January 1976): 7-8.

A survey of 557 community college deans of students asked questions on whether or not there were special programs for women students; 88% responded, 50.8% in the affirmative. There are two major categories of programs: credit offerings with special emphasis on women and non-credit programs. Responses covered a broad range of types of programs and activities. Programs are funded by: tuition, state agencies, student activities accounts, volunteer labor and federal grants. Other questions were: How are programs publicized and to whom? Is there a formalized Women's Resource Center? What is the level of concern for the special needs of women? The survey shows public community colleges are well on their way to meeting special needs of women but that they still have a long way to go.

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3 Noffke, Frank. "College Unions--Programs and Services." In Handbook of College and University Administration--Academic, edited by Asa S. Knowles. New York: McGraw-Hill, 1970.

This article offers a concise overview of the Program and Services aspects of a college union. Most evident throughout the author's presentation is the value place on the educational nature of union programming, and the educational partnership that should exist between the classroom and out-of-class activities. Also stressed is the distinctive nature of the college union's cultural, social, recreational, and service programs that are offered to all members of the learning community--students, faculty, administration, staff, parents, alumni, and friends.

The author identifies ten areas of programming typical of a union: dance; discussion; forum (current issues); music; art; games; hospitality; movies; outings; crafts; and special projects, experimental or trial programs. Programs falling under these major areas are almost always planned and executed by student committees with the help of a faculty or staff advisor. To aid in judging the worthwhileness of union programming, the author presents a number of criteria for program evaluation, and the results of a research survey in which union directors ranked those programs that they considered a "must" among a union's repertoire.

The need for adapting union programming to meet the needs, nature, and locale of the institution is stressed, as well as, the importance of keeping programming up-to-date with changing social issues, increased leisure time, and new technology.

The author relates the advantages of the traditional Governing Board-Program Committee organizational structure of union programming, and the need for coordination and support from other departments, services, and organizations on campus.

The broad nature of union programming is also explored in the various services that can be provided by the union to campus visitors, conference groups, and the local community. Brief comments are also expressed on staff evaluation, facilities planning, and the role of the program advisor.

Many excellent references for further study are included in the footnotes and bibliography.

23 b Nylen, Donald, et al. Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa. Fairfax, VA: Learning Resources Corp., 1967.

Although this book was originally developed in another country, it serves the needs of student activities well. There is an increasing need for staff training and development as an ongoing activity and this work is the best in the field. The book explains in depth the group theories of interaction and decision making. It explains the importance of these processes if a group is to function efficiently and develops the various dynamics of a group. The

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Nylen, Donald, et al. Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa. Fairfax, VA: Learning Resources Corp., 1967. (con't)

trainer;s role is carefully depicted in order to achieve the maximum learning from the process.

Along with the theoretical perspective, there are a variety of exercises that range from the initial stages of group formation and interaction to the more complex dynamics of decision making and leadership. The exercises are such that they can be adapted to any situation and do not have to be carried out in a sequential order. They provide the advisor, the staff person, with a broad range of models to plug in to any situation that might arise in committee or other group situations. These theories and processes are valuable learning tools for the professional as he develops his activities program and staff.

14, 18 O'Banion, Terry. "Activating the Inactivists." Proceedings of the 47th Annual Conference of the Association of College Unions - International (March 1970): 2-6 - 2-14.

Activities directors of junior colleges must develop an understanding of the mission of these institutions rather than attempt to impose on them a concept of student activities traditional to four year institutions. In spending time trying to keep alive programs that should be allowed to die gracefully, the activities director never has the time to develop a model that suits the needs of the community or junior college student.

The factors which influence the student to attend the community college involve needs and influences that make him a different person from the "typical" student of a four year college. The traditional activities program will probably not work and may well be contrary to the needs of the student and the egalitarian goals of the institution.

O'Banion suggests as appropriate goals and directions for an activities program in a junior college: (1) coordination with forces in the community to enhance the education of the students and the life of the community, (2) focus on the socialization of whites into the black cultural stream, (3) initiation of activities that will encourage students to be involved in the affairs of society and the governance of their college campus, (4) development of programs that focus on self-exploration and personal development for all students in the community college.

14, 23. O'Banion, Terry. New Directions in Community College and Student Personnel Programs. Washington: The American College Personnel Association, 1971.

This monograph brings together many new ideas that are being tried out by institutions of higher education throughout the United States. In it are included new practices in Organization and Administration, Academic Advising, Counseling, Individual and Group, Student Activities, Orientation, and Student

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O'Banion, Terry. New Directions in Community College and Student Personnel Programs. Washington: The American College Personnel Association, 1971. (con't)

Assistance Through Special Programs. These new practices are illustrated with actual programs and explanation as to how they are working within each institution. It is a must for people in Student Personnel Work.

10 c Ornstein, Allan C. "The Return of Racial Quotas." The Educational Forum Vol. XL: 94, 96-114.

In this rather lengthy article, Mr. Ornstein advances a case for Affirmative Action and its encumbent legal mechanisms as providing a direct form of federally authorized reverse discrimination. Ornstein claims that such a system of mediocraty will lead to the deterioration of our systems of higher education.

Ornstein outlines the legal basis for Affirmative Action and the broadbase coverage it entails. He credits the federal government with enormous legal and psychological powers in coercement and enforcement of nondiscrimination statutes. Ornstein claims that such a situation has created what he terms "hysteria" in job sectors. He discusses the plight of the poor white with our present day emphasis upon women and minorities and builds an argument of public equation of minority and women with substandard status.

The author presents some rather interesting concepts and arguments for the negative aspects of Affirmative Action. It is worthwhile to read in that it provides a balanced view to reverse discrimination in our society based upon the premise of equal opportunity and employment.

23 Patterson, John E. "Ethics and the Student Personnel Administrator." National Association of Student Personnel Administrators Journal 11 (July 1973): 56-60.

Quality is a key concept concerning student personnel administrators in regard to professional efforts and long or short term goals. There is no one answer to the problems facing the student personnel program. Consistency is an important quality in adequately handling problems of the program.

Humanism and Judeo-Christian tradition represent two of the more popular concerns of college and university campuses. It must be recognized that no one acts and thinks in the same pattern on all occasions. Causes of inconsistency are often the result of institutional policy shifts, crises, and fatigue. Students will respond more positively to those who are the most consistent.

14, 18 Pellerito, Peter M. "Student Activities Programs for Community Colleges." M.S.U. Orient 8 (1973): 15-22.

Community college students often suffer problems relating to funds, time and commuting. Time, incentive, or opportunity for involvement in college programs, student activities and other forms of intensive campus life is lessened.

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Pellerito, Peter M., "Student Activities Programs for Community Colleges," M.S.U. Orient 8 (1973): 15-22. (con't)

Thus, a student activities program in a community college should not attempt to duplicate entirely those found in four-year institutions. The objective is to design an activities program which is unique to the needs of community college students, yet which also moves classroom experience and student activities into a position of interrelatedness to each other. Student activities will thrive if presented correctly to meet the educational and social needs of the community college student. Major concerns are student participation, student leadership, program advisement and continuity.

1, 18, 21 Phillips, Romeo Eldridge. "Student Activities and Self Concept." Journal of Negro Education 38 (Winter 1969): 32-37.

This article looks at a group of high school students in researching the theory of self-concept as a function of a student's involvement in Student Activities. The author constructs a model on the basis of student involvement vs. nonstudent involvement and female vs. male.

18 a Pietrantoni, Joseph. "Facilities Management for Special Events." Proceedings of the 55th Annual ACU-I Conference, 1975.

Special Events have become "big business" on most college campuses. Because of their numbers and scope special events require great amounts of money, planning, labor and equipment. Most campuses face similar problems because of the extent of these needs: resource waste is caused by inefficient and decentralized coordination.

Duke University has formed a new administrative unit to provide a more efficient and effective method for coordinating special events.

Under the auspices of the physical plant department, the office of special events has the responsibility of providing centralized service and support for all events. The office is divided into 4 major groups: student labor, secondary jobs, utility men and equipment. Groups wishing to sponsor events initially contact the manager of the office. With the help of student coordinators program needs will be determined and appropriate service orders placed. Orders are carried out through the use of the unit's own pool of student labor, full-time utility men and equipment. At the conclusion of the program, service allocation is determined and billed through the office's accounting clerk.

The office of special events has proved to be of great value to the university. Special events planning is now centralized. Inefficient use of university personnel, equipment and materials has decreased. The cost of events has been standardized and decreased in most cases. Students have benefited through the creation of jobs within the program.

The author emphasizes the success of this program and suggests that other institutions could and should implement similar programs for increasing efficiency and effectiveness for special events management.

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9 Prichard, Kenneth W., and Buxton, Thomas H. "The Social Fraternity System: Its Increasing Problems." Journal of College Student Personnel 13 (May 1972): 218-24.

According to authors Prichard and Buxton the decline in influence and prestige of the social fraternity systems is in part due to changing marriage patterns, economic inflationary pressures, disagreement with fraternity life style and alternative programs for living and learning devised by universities.

The purpose of this study was to examine the social fraternity structure with regard to the type of men recruited into the system, the degree to which the system is culturally inbred, and the productivity of the pledge and rush system of recruitment. In the fall of 1970, questionnaires were distributed to 43 social fraternities on two Midwest campuses, one of which was urban and industrial, and the other rural. Fourteen hundred questionnaires, which were made up of 75 items concerning background, motivation for pledging, satisfaction with fraternity programs, plus 100 personal interviews were used in the final analysis.

Two major problems with the fraternity system were found. The first problem was cultural implosiveness or socioeconomic inbreeding. Though the system as a whole was relatively diverse in socioeconomic representation of its membership, individual houses appear to be highly inbred. There is a narrow cultural perspective in most houses due to this implosiveness. The study found that the second generation of fraternity men joined higher socioeconomically rated fraternities.

The second major problem with the fraternity system was the heavy emphasis placed on personality factors in the rushing and pledging processes. Personality rates as a chief factor in decisions to pledge a fraternity and also on the basis for dislike of the fraternity program. The Rush Chairman often represented a basis for a cultural drift into a certain fraternity.

18, 21 Pruitt, Wilton. "College Students, Their Community, and Their Activities." In College Student Personnel Work in the Years Ahead, edited by Gordon Klopf. Washington: The American College Personnel Association, 1966.

Action must be taken and revitalized objectives pursued by practioners in student activities if student activity work is to have any impact upon and contribute to the total educational process within which the individual student develops. There has been little research in student activities, but an opinion poll of National Student Association executives in 1963 pointed out trends such as movement to smaller occasions and functions where personal identity is possible, disdain for established organizations, polarization of interest in student activities, and the tendency toward establishment of independent social action and political groups on campus that are often affiliated formally or informally with similar state or national groups.

Needs and goals must be established by personnel professionals. In the future, the university should be honest with students about the extent to which they will be allowed a voice in policy making.

13, 18 Pruitt, Wilton. "Leadership Training for Student Groups." National Association of Student Personnel Administrators Journal 3 (Summer 1965): 35-39.

This article is predicated on the premise that leadership can be learned and constructive change initiated in each individual. Pruitt feels that there are basically three different approaches to leadership training. The content-oriented clinic concentrates upon the presentation of factual information and experimental advice-giving. The "problem" approach uses situations that demand individual and group solutions. Finally, a task-oriented group is given a problem and asked for a solution. They are trained in the process of developing equitable solutions.

Pruitt also contends that the most important principle to be followed in introducing leadership training is that the students be completely and totally involved from the outset. Pruitt offers several examples of colleges that have used this student-centered approach and apparently have been successful.

18 Purdy, Leslie, "Extracurricular Programs in Higher Education." Journal of the National Association of Women Deans and Counselors 34 (Summer 1971): 164-70.

This article reviews the current state of student activities, then suggests some needed improvements. The author suggests that there exists a current disorganized state with the extracurriculum, a collapse in the traditional sorts of student activities caused by lack of student interest.

What is needed is said to be: a new philosophy of higher education that concentrates on what students learn, i.e., a broadened curriculum with creative teaching techniques; a new relationship between faculty and activities directors where both are seen as educators with distinct responsibilities but shared concerns; new programs that are an outgrowth of faculty, student and administrative concerns, programs that do not duplicate already existing community or school programs.

In order to create such changes there also need to be changes made in the arrangement of the extracurricular program. These changes essentially evolve around the structuring of a centralized activities staff, one that is directly in line with the schools academic purpose and in which the staff is trained with clear roles and expectations. This is imperative, the author concludes, if student activities programs are to become more relevant, educational, and coherent.

3, 18 Rausch, Charles M. "Measuring Campus Attitudes Towards the Union." Proceedings of the 54th Annual Conference of the Association of College Unions - International (March 1974): 103-105.

Rausch discusses some of his own attitudes toward the college union center as well as indicating ways in which to investigate campus attitudes toward the union center. He supports union activities and services as a vital part of higher education and cites a report by Jacob (1959) which indicated that formal educational programs had only a minor impact on students. A follow-up on this study (Michigan State University) indicated that informal non-academic experiences, such as those offered by the union student activities

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Rausch, Charles M. "Measuring Campus Attitudes Towards the Union." Proceedings of the 54th Annual Conference of the Association of College Unions - International (March 1974): 103-105.

program, had a more pronounced effect upon students.

The union activities program is designed to provide extracurricular as well as co-educational activities not offered by the academic educational experience. Union activities promote student/faculty; staff; community interaction; humanizes the higher educational experience; and plays the role of a socialization agent.

18 a "Research Committee Uses Audio Survey to Determine Trends in Programming." The Bulletin of the Association of College Unions - International 43 (October 1974): 10.

Using a unique method of cassette tape "audio survey," John Ketter of Northern Michigan University has determined the following trends in Campus Union Programming: (1) Program planning by students still suffers from the "one-shot" volunteer problem, (2) professional staff are responsible for the bulk of program planning, (3) outdoor recreation programs are increasing in interest, (4) "big name" entertainers are being replaced in interest by local line entertainers, and (5) program budgets remain stable except for the effects of inflation.

Though the data base of this particular survey was small in the innovative method used may suggest possibilities for increasing the response and validity of future surveys.

18 Rodney, Lynn S. Administration of Public Recreation. New York: The Ronald Press Company, 1964: 95-113.

Rodney discusses the function and organization of boards. Included in the functions are policy functions. Also discussed: committees, their relationship to boards, and Robert's Rules of Order. Rodney's discussion of the functions of policy making boards is pertinent to the field of campus recreation and should form a basis for the establishment of any policy making board.

18 Roemer, Joseph; Allen, Charles F.; and Yarnell, Dorothy A. Basic Student Activities. New York: Silver Burdett Co., 1935.

The book deals with the foundations of the activities program, its origins and development. It also provides information about the areas of activities and factors effecting the program. It would serve as a fairly good book for one who is beginning in the activities area. The author provides a foundation for the activities program by establishing the principles of it. He also deals with organization and administration of school clubs and their objectives and problems.

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23 b Rogers, Carl R. "Current Assumptions in Graduate Education: A Passionate Statement." In Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

Rogers has come up with ten implicit assumptions of graduate education based upon his observation of several psychology departments and by gathering information from graduate student in divergent places. These assumptions seem to be negative factors in an educational cycle that starts with undergraduate programs. Hopefully, changes will be made soon. Three of these assumptions may clarify the preceding statement: "(1) The student cannot be trusted to pursue his own scientific and professional learning (2) Ability to pass examinations is the best criterion for student selection and for judging professional promise (3) Evaluation is education; education is evaluation."

10 c Schafer, Joyce R. "Procedural Guidelines for College and Universities in Search and Seizure." Journal of the National Association for Women Deans, Administrators and Counselors (Summer 1974): 179-186.

Schafer lists ten guidelines to follow in search and seizure cases in the college and university setting. She notes that "if the code or regulation is reasonable and does not flagrantly violate the rights of the individual students, the courts will validate them and will not interfere." The article would be useful for those reviewing their residence hall regulations.

18 Schelsky, Chuck; Parsons, Norman C.; Stevens, George F.; and Nixon, Karen. "Current and Emerging Trends in Campus Recreation". Proceedings of the 55th Annual Conference of the Association of College Unions - International (April 1975).

The advent of the women's movement has marked a change in societal and individual attitudes toward recreation. Women are now requesting and receiving opportunities to participate in recreation programs to the same degree as men. Because of this trend recreation is becoming one of the fastest growing sports programs on campus.

The panelists attributed much of the success of co-recreational programs to: (1) co-recreation programs spawn a positive attitude toward recreational activities, (2) co-recreation programs offer sports programs for the sake of doing rather than winning, and (3) rule modifications have simplified games to equalize play between men and women.

Some sub-trends are visible for the area of co-recreation. Revenues from traditional union recreation programs such as bowling and billiards, are decreasing. These decreases are somewhat offset by the increasing popularity of electric games. Also, recreational sports clubs are increasing as a result of decreases in funding of intercollegiate athletics.

The popularity of co-recreation programs implies the need for increased planning for the future. Areas where this planning will be most crucial are: facilities, funding, student and university community involvement and future projections for recreation.

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10 a, 10 b Schimmel, David. "Conditional Decision-Making: An Alternative to the Committee Octopus." Journal of Higher Education 43 (February 1972): 85-96.

The debate about campus governance is concerned with participation vs. efficiency in decision-making. The increased use of committees has diffused and obscured responsibility, detracted from teaching and research, wasted time and resources, and made decisions of no better quality than an able administrator could have made in less time. It is not worth the effort. An alternative is conditional decision-making, where the administrator would make the decisions and if, after the faculty and students affected have been notified, there is no objection the decision becomes final after ten days. If ten percent of the faculty or students object within ten days, the matter is then sent to committee. This plan could be added to the present structure without major changes. The committee system would function less often. It would allow for free time to pursue primary goals, encourage more competent administration, protect the right to participate and dissent, and it would be easy to initiate.

18, 27 a Schuchman, Herman. "Special Tasks of Commuter Students." The Personnel and Guidance Journal 52 (March 1974): 465-70.

Commuter students at two and four year institutions often have multiple adjustment problems quite different from those students attending residential colleges. The types of students in commuter institutions range from first generation college attenders to students who just seek the often-urban atmosphere. However, a common transitional problem of most of these students is in bridging the gap between the family and community oriented life they are accustomed to and the university setting in which they now function. Specifically, maturational tasks such as dealing with authority, managing impulses, maintaining self-esteem, and establishing self-identity must be coped with. Schuchman suggests it is the tasks of the counselors, faculty and student personnel workers to assist students in opening avenues and providing opportunities for this maturation to occur.

Part of the difficulty in this article is accepting the above premises, as the age group Schuchman surveyed ranged from 18-21 years of age. However, his major suggestion - that of more faculty, counselors, student personnel and student interaction is essential, considering the time and other commitments which hinder student-university personnel contact. Using a proposal for staff and administrators to specifically force student-staff interaction during hours commuting student are on campus by tailoring faculty programs and student activities to be offered during this time, Schuchman makes concrete suggestions for total student development.

18 Scott, Gloria R. "The Union and Minorities, Campus Activity - Ebony Hue." Proceedings of the 46th Annual Conference of the Association of College Unions - International (March 1969): 75-79.

This paper concerns itself with the concept of pluralism in the dimensions of Institutional Racism. In relation to the pluralism, the author expresses the reality of the fact that pluralism is necessary to programming campus activity and educational programs. Recognizing the positive differences within cultures, it's logical that students will demonstrate preferences

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Scott, Gloria R. "The Union and Minorities, Campus Activity - Ebony Hue," Proceedings of the 46th Annual Conference of the Association of College Unions - International (March 1969): 75-79. (con't)

for different campus campus activities. Input for programs from Black students on White campuses is the main concern of the paper. This reflects the basic demands of students in general.

10 a, 18 Scott, William E. "Extracurricular Activities." In Student Personnel Services in Colleges and Universities. Chicago: University of Chicago Press, 1940.

Students engage in extracurricular activities for many reasons; to reinforce their own inclinations through a group, to seek better understanding among contemporaries, to acquire certain skills, to engage in creative work or to pursue goals of power, etc. Because of the absence of any general administrative guiding policy, extracurricular activities have come into existence and grown with no plan. There is either indifference and tolerance on the part of administrators with regard to extracurricular activities, or active and pervasive cooperation.

Three broad functions of administrators in providing for extracurricular activities are outlined in this chapter. These functions are the mandatory, promotive and prohibitive functions.

3, 18, 21 Shoben, Edward. "Students and the Seventies." Proceedings of the 47th Annual Conference of the Association of College Unions - International (March 1970): 1-46 - 1-55.

The author, a well known leader in education, describes in a very cogent manner the forces that are contributing to the cultural socialization of students in higher education today. The students reflect the society they are coming from. The university must help the student sort out the conflicts of culture and develop new unifying models. Some of the trends effecting culture are technology, specialization, rapid social change and the creation of a prolonged and stormy adolescence that the above concepts have helped create.

The university is a microcosm of the culture that must aid in the social management of adolescence. It is here that the college union can have a real input. In the flexible, informal, educative circumstances of college unions the development of seminars, task forces and other modes of learning could be developed more easily than in the more formal structures of the academy. In this context, student activities can make a positive contribution to student development.

3, 18 a Siggelkow, Edwin. "A Philosophy of Programming." Proceedings of the 47th Annual Conference of the Association of College Unions - International (March 1970): 5-1 - 5-3.

The author makes a distinction between "programed learning" and programming. Programming consists of two elements. The first is oriented toward the presentation of the event and the second to the process. Along with this

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Siggelkow, Edwin. "A Philosophy of Programming." Proceedings of the 47th Annual Conference of the Association of College Unions - International (March 1970): 5-1 - 5-3. (con't)

is an advisory system that truly involves qualified staff. The college union is a significant part of this programming since it provides the organization, a forum of ideas, funding, space and a vehicle that can bring about, more than any other form, a viable partnership of students, faculty, administration and alumni.

The principles that undergird programming are: (1) democratic participation, (2) emphasis on community, (3) learning by doing, (4) doing out of concern for others, (5) freedom of ideas, (6) rational discourse, (7) sensitivity and acquired skills in interpersonal relations, (8) commitment without dogma. The union provides a learning experience and strives to preserve wholeness while the community undergoes change.

10 a, 18 Sliger, Ira T. "Student Involvement in the Administration of Sports Programs: An Extensive Sports Club Program." Journal of Health, Physical Education, and Recreation 41 (February 1970): 41-42.

The theme of today's American college and university students is their demand to become involved in the administrative process of their education. The method by which administrators meet this challenge is of extreme importance to the smooth operation of any program. In the area of physical recreation the sports club approach may be a possible solution for the administrator to involve the student in the administrative process.

Administratively, student involvement in planning a sports club is essential. Student leadership is an important quality and very beneficial to the outcome of the program. On most campuses the sports club stands between the varsity and intramural level of competition.

23 a Stiles, Lindsey J. and Nystrand, P. Martin. "The Politics of Sex." Educational Forum 38 (May 1974): 431-40.

In the short number of nine pages, Stiles and Nystrand manage to convey the depth and breadth of discrimination against women in the field of education. The pair documents the sexism embodied in our institutions to the extent that in secondary education, "she" is the term applied to teachers while "he" is universally applied to administrators. The duo list the legal steps taken to remedy the discriminatory imbalances. These steps include the Equal Pay Act of 1963 as amended by the Educational Act of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972 and Executive Order 11246 as amended by Executive Order 11375.

The pair of writers point out that the effectiveness of legislation depends upon how vigorously women make use of the support they provide. For example, in 1969 only three suits of civil discrimination were filed. In 1970, that number had exploded to 300. Stiles and Nystrand suggest future tactics for women to utilize in promoting easier access to positions of employment in education.

This is a good article for background information. It provides a few

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Stiles, Lindsey J. and Nystrand, P. Martin. "The Politics of Sex." Educational Forum 38 (May 1974): 431-40. (con't)

suggestions for particular tactics for women to use effectively in working toward more representative position employment.

13 Swick, Kevin, and Lindberg Dormalee. "Cultural Diversity as a Curriculum Base." College Student Journal 7 (June 1973): 102-104.

The trend in higher education will be to develop a curriculum based on cultural diversity. The impersonal curriculum as it exists now meets no one's needs, specifically. This impersonal curriculum is a cause of the friction among different cultural groups. A curriculum based on cultural diversity would help us to face each other instead of escaping from each other, thus avoiding friction and improving relationships.

18, 27 a Trivett, David. "The Commuting Student." ERIC Research Currents, June 1974, 3-8.

In this article, Trivett composites various research being done on commuter students, in an effort to assess their characteristic college experience and the necessity to design special programs for them.

Bridging the gap between the commuter, community college and residential college, the author estimates that by 1985 over 90% of all college students will be commuting in one form or another (apartment dwelling accounts for this high statistic). Discovering the needed services to be provided for these students becomes a major dilemma for college administrators in this age.

The bulk of the article discusses the relative minor difference in cost between the residential and commuting student (it is not nearly as great as one imagines - taking into account housing, commuting fares, etc.), the differences between the commuter and residential student, the collegiate experience for commuter students, and research and programs which are designed-developed to cope with this growing student population.

In particular, the section dealing with collegiate experience for commuter students points out the "divided life" of the commuter students. Using previous research provided by Ward and Kurtz, Fenske and Scott, and Chickering, Trivett restates the lack of participation previous to, and during collegiate life, of the commuter student. Extracurricular and student activities are nearly non-existent for their time and inclination. Field trips and other "educational related" activities are also limited.

It is Trivett's major contention that both planning, research and innovation must be incorporated in program planning both in the academic and extracurricular elements of commuter college design. Again, the need for more student-staff contact plays a great role in the success of bridging the gap between a full collegiate experience for the commuter student and a fragmented period in this students' college life.

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2, 18 Vaughn, C. Edwin. "The Relationship Between Student Alienation and Participation in Extracurricular Activities." Journal of College Student Personnel 13 (January 1972): 31-37.

This study attempts to analyze to what extent the students' attitudes toward the university and faculty alienate him from participation or non-participation in extracurricular programs. Variable factors in the environment of a large university tend to alienate students. Educators and administrators expect that such programs may either pre-empt or reduce feelings of alienation for students. The university is responsible to all of its students to develop special subcultures or programs which will counteract tendencies of alienation.

19 a Vaux, Kenneth L. "Morality and Relevance in the Seventies." Proceedings of the 47th Annual Conference of the Association of College Unions - International (March 1970): 1-28 - 1-32.

Student ferment has been known since the origins of the university. Current student revolts around the world should be seen in terms of their sources, direction, and meaning, and without the simplistic ideas that all student protesters are the same or that the protests are only "natural youthful folly."

Herbert Marcuse, a Hegelian-Marxist idealist whose works have influenced the student movement, especially in Germany, sees the modern technocratic system as essentially totalitarian where the masses are kept quiet by being told what they want to hear. He also believes that only an enlightened core of intellectuals (students) can save the masses from their slavery within the bureaucratic apparatis. The quest is for a more humane world.

Three moods are characteristic of student uprisings: (1) prophetic "in anticipating and precipitating the transition from out-moded socio-political structures to the new", (2) perilious, both in the concern for dealing with the new order if it is achieved and with the backlash their actions trigger, (3) protestant in the judgement that the dehumanization of the technocratic, bureaucratic, and racist forces in society threatens human solidarity. Democracy, liberalism, and social humanism are at the heart of the protestant mood.

Student uprisings are not uniformly good. "When the goals are distorted and the means are destructive, student protest is dangerous; but when the goal is just and the means are humane, student protest is one of the most creative forces in human life."

24 Vetstein, Harvey. "Student Publications." In Handbook of College and University Administration--Academic, edited by Asa S. Knowles. New York: McGraw-Hill, 1970.

The fact that this article was written during the student unrest period of the late 1960's is immediately evident to the reader. This accounts for the majority of the article's discussion being focused on the colle-

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Vetstein, Harvey. "Student Publications." In Handbook of College and University Administration--Academic, edited by Asa S. Knowles. New York: McGraw-Hill, 1970. (con't)

giate newspaper, with minimal coverage being given to other publications, such as yearbooks, and literary magazines.

The author briefly traces (at the time of publication) the 139 years of history of the student newspaper, from its inception at Dartmouth in 1839, to the years of student activism. In this time span, the student press has had only two dissimiliar roles which changed almost overnight--going from a medium for providing a service to the institution by reporting mundane campus events, to that of a social consciousness and vehicle for change. It is in this latter role that the true voice of the student has emerged. The metamorphosis undergone by the student newspaper has resulted in both phenomenal growth of, and an increased interest in, this form of student expression.

Considerable attention is paid to the topics of policy making, the guidelines for governing student publications, the role of the faculty advisor, the editorial board, and censorship, due, no doubt, to the controversies encountered in these areas in recent years. Such topics as budgeting, the issuing of printing contracts, and the daily activities involved in publishing the student paper are just briefly mentioned.

Publications such as yearbooks and literary magazines are briefly touched upon by the author. It is evident that these publications do not have the same type of impact upon the student audience, and accounts for the general loss of interest on the part of students in these types of publications.

The author's lengthy discussion of the future of the college press is quite interesting from a retrospective point of view, in that most of the points mentioned have come to pass in recent times.

The article concludes with a short bibliography for further study.

18 a Weiner, Harold. "Current Trends in Concert Programming." The Bulletin of the Association of College Unions - International 42 (March 1974): 4-5.

Harold Weiner discusses the current evolution in concert programming from the large mass concert of the acid-rock type, to the smaller more individualized concert. He feels that a new conservatism and renewed self-expression on the part of students indicates a need for a more personally communicative type of music. He also feels that the range of diverse musical interests among students demands a new type of programming. Essentially, this means lower cost attractions for a smaller audience size. Weiner developed these general findings from an informal survey of over thirty college programmers.

In addition, Weiner mentions briefly ideas on student education in concert programming, the advantages of using promoters and subsidized ticket plans.

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24 Whiting, Albert N. "The Campus Press: A Dysfunctional Entity." Educational Record 54 (Fall 1973): 260-64.

Regarding the issue of the rights of the student press, the student personnel administrator finds himself in a difficult position in trying to balance the freedom of the press versus campus disruption or legal action against the university. One must also consider whether freedom for publications has fostered irresponsible and even "reckless" journalism.

Whiting proposes that one solution is that of the independent student press. He believes that such a press would encourage more responsible and professional journalism. Other issues such as regulating obscenity, mandatory fees and rights of readers are also discussed.

10 b, 21 Williamson, E. G. "Campus Governance - The Role of Students." Counseling and Values 16 (Fall 1971): 34-38.

According to Williamson, if students are to be allowed full developmental capacity within the college or university environment, they must be allowed to join with the faculty and administration in the co-governance of their institution. He points out that although students are given some decision-making responsibilities, they are limited. Pointing out that students cannot achieve acceptance and governance roles through methods of demand, steps which should be taken on college campuses to make the university a true participatory democracy.

5, 18, 23 b Williamson, E. G. "The Staff as Consultants to Student Organizations." In Student Personnel Services in Colleges and Universities. New York: McGraw-Hill Book Co., Inc., 213-54.

The staff role as consultants to student organizations will avoid the extremes of oppression or indifference. There is value to a democratic society from the tendency of Americans to join diverse organizations. The student activities staff function is to introduce more intellectual content into the traditional non-intellectual content of many extra-curricular activities. Staff members serve as "consultant-leader" to make suggestions, for student review, about program content and behavior of the membership.

Advisors should assume an active role rather than a passive role. By providing leadership, they can avoid the frequent necessity to exercise authoritarian supervision. The advisor's role is also one of teacher. He should educate students to avoid mistakes that they, the institution, or the community cannot tolerate. One aspect of this role is to teach students to have a mature relationship to the authority which exists in all of society.

Methods of resolving conflicts between groups and within groups is a necessary knowledge for advisors. A primary purpose for participation in student activity groups is the development of individuality. Students should also learn to be active participants in group functions for the good

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Williamson, E. G. "The Staff as Consultants to Student Organizations." In Student Personnel Services in Colleges and Universities. New York: McGraw-Hill Book Co., Inc., 213-54. (con't)

of the whole.

Decision making patterns for group functioning must be uniform throughout the college. A democratic group cannot operate in an autocratic college. Students are prone to seek personal power through group leadership. Respect for all individuals and their opinions is a prerequisite for group cohesiveness.

3, 18 b Wilshire, Herbert. "What Is the Ideal Relationship Between Student Government and the College Union Board?" College Unions, 1966: 74.

Wilshire discusses a broad range of relationships between student governments and college union boards and the structure of the institution. Structure of governing boards should reflect: (1) objectives of the institution; (2) size of the institution; (3) mandate of responsibility given to the student government by the institution and (4) the physical existence of the union building.

18 b, 18 c Wise, W. Max. "The Student Corporation: A New Future for American Colleges and Universities." Journal of Higher Education 44 (January 1973): 27-40.

A major development in higher education is the growth of student-run services, such as bookstores, travel bureaus, laundry services, newspapers, residences, and food stores. Extension of these services and their consolidation with student government will occur in the next decade. These student corporations assume functions performed by campus staff and will further student independence from campus authority in social and political matters.

No statistics are available, but the momentum of the move toward independence seems to be increasing. Generally, administrators have ignored this trend, and its implications have not been considered. Many factors have caused the increase in independent student-run activities, initially arising out of the effort to secure conveniences otherwise unavailable. For example, among the new activities are legal services, sponsored by student governments and arising out of a need felt for legal advice in dealing with law enforcement and other problems. Another factor encouraging the trend is the low status of student governments; their rejuvenation is linked to a rise in their independence.

Two desires generated this trend: students wanted services either unavailable or too costly, and students wanted services not generally supported by the public and difficult for the institutions to support.

A pattern for the future might be continued growth of separate activities as incorporated or unincorporated businesses, and increased status for student government by trustee delegation of direct authority. The legal problems arising from incorporating independent student governments can be overcome.

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Wise, W. Max. "The Student Corporation: A New Future for American Colleges and Universities." Journal of Higher Education 44 (January 1973): 27-40. (con't)

A greater difficulty is financial, because students may be unwilling to support such governments by voluntary assessment.

Student governments might exist independently under an independent umbrella if they consolidated the various student-run services deriving support from a modest profit margin. But this option depends on the development of a "class-consciousness" among students. Student affairs staffs may be no longer necessary, being replaced by staff employed by students. This development would have the advantage of freeing such staff - then responsible only to students - from the authority conflict between administration and students.

15, 18 Worley, Bill; and Conrad, Rowan. "Orientation and Activities For Transfer Students: Are Freshman Models Appropriate?" NASPA Journal 10 (April 1973): 333-337.

This article concerns itself with the nature and scope of attention given to transfer students in the areas of activities and orientation. It is a report of research which sought to examine the involvement of transfer students in activity programs, the similarity of transfers and freshmen in regard to activity involvement, and differentiations between transfer students arising out of academic origins.

The writers express their assumption that activity programs are successful only to the extent that they meet felt needs of the participants. This provided the rationale for their study: a determination of what need patterns exist; and how, and whether, these differ among new student sub-groups.

They contend that transfer students are frequently neglected in the recruitment for activity programs, because attention is essentially focused on new freshmen.

The results of the research as reported here confirmed that transfers express significantly less interest in participation in activity programs. The only exception was that transfers did express more interest than freshmen in departmental clubs related to the field. One conclusion suggested by the writers is that to transfer students significant out-of-class activities may well be more personally directed than interest group related.

The authors also discovered a distinction between the activities interests of transfers from junior colleges and those from other four year colleges. The former expressed greater interest in traditional activities and well-structured learning situations. The latter favored academic options in activities and more personally directed kinds. There is a suggestion that future programming strategies take greater stock in pluralism and individualiztion to meet the needs of transfers and freshmen.

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2, 19 a Wrenn, Robert L. "The Authority Controversy and Today's Student." Personnel and Guidance Journal 46 (June 1968): 949-53.

Robert Wrenn's article is a description of the student discontent in the mid-sixties. He attempts to analyze the rationale behind student activism and rejection of traditional authority.

Wrenn describes the two basic modes of feelings that arise out of student discontent. Students either retreat or withdraw from the society or they actively challenge the traditional aspects of their environment. Both groups show disdain for authority figures.

In addition, Wrenn feels that students' dissatisfaction with college experiences, as organized, is valid. He also feels that the students, and not student personnel workers, are actively involved in progressive change.

18 Zander, D. R., "Are Students Reacting Against Campus Activities?" Journal of College Student Personnel 5 (December 1963): 103-107.

There is little available evidence to support the belief students are reacting against organized campus activities. Potential factors include a larger proportion of older and married students, part-time employment, size of institution increasing communication problems, moving from college to college and an increasing number of low income students who have little knowledge of the benefits from such activities.

Students seem to be more concerned with their vocational interests and out-of-class activities conflict with academic programs and pressures of time. This will lead to fewer and more knowledgeable students in leadership roles. Organized campus life won't disappear; new programs and organizations will develop.

24 Zimmer, Troy A. "The Views of College Newspaper Editors on Their Readers, Newspapers, and News Priorities." Journal of Higher Education 46 (July 1975): 451-59.

Because the college newspaper is the primary mass medium of communication on most campuses, and because not enough is known about the characteristics and opinions of the editors, the author conducted this study to obtain a profile of this population. In particular, the study attempted to study the editors of the campus press and examine their views in regard to their readers, newspapers, and content priorities. It also attempted to determine if the belief expressed by some campus conservatives that college newspapers tend to be predominately under the editorship of liberal students is correct.

The data presented in this study showed a general tendency for editors to assign high priority ratings to coverage of topics which seem to reflect an underlying student-oriented interest and protection theme. Other data revealed a propensity for campus editors, irrespective of their school type or geographic region, to identify themselves left or center on the ideological spectrum. Newspaper size factors were found to have the most correlates with the editor's perceptions. In general, editors from larger

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newspapers tended to hold more favorable images of their newspaper's performance and impact. It was also found that editors of larger newspapers had a number of opinion differences from editors of smaller papers.

APPENDIX

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STUDENT ACTIVITIES ADMINISTRATION
OREGON STATE UNIVERSITY

WINTER TERM 1974

Luther Herbert Hall
Ronald Hoodye
Thomas Floyd Kennedy
Brian John Millette
Therese Elizabeth Peck
Juanita Peterson
George Ruby
Harlan L. Steinle
Emilio Vejil

WINTER TERM 1975

Robert Jeffery Abrahamson
Gideon Zarraga Alegado
Timothy French Brooks
Jerry Sue Hilliard
Melody Lane
Elaine Mayfield
Carl Edward Parker
Gloria Jean Thomas
Diane Tsukamaki

WINTER TERM 1976

Paul David Fitt
Paula Eloise Dorn Krane
Thomas Franklin Lonnquist
Linda Jean Munro
James Michael Smith
James Irvin Spencer
Jo Elizabeth Spencer
James Earl Sweeney
Robert Lynn Vieira